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ABSTRACT

Performance objectives and criterion-referenced measures are outlined for seventy-five tasks identified as necessary to the successful performance of local vocational administrators in Kentucky. Tasks are organized under thirteen duty categories: program planning and implementation, staff recruitment, personnel development and management, scheduling staff, advisory committees, data collection and analysis, work place safety, occupational program follow-up, supervisory functions, complying with legislation, management of physical facilities and equipment, and public relations. An introductory section summarizes the activities of the research project in which the tasks were identified and the catalog compiled. Appendixes contain an annotated list of references from the state-of-the-art review conducted at the beginning of the project, and the task inventory used as a questionnaire for compiling the original competency list. (JT)

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A CATALOGUE OF PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED MEASURES

FOR

PROFESSIONAL COMPETENCIES NEEDED BY LOCAL VOCATIONAL ADMINISTRATORS IN KENTUCKY

BEST COPY AVAILABLE

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Purpose of Catalogue

This catalogue was designed to provide performance objectives and criterion referenced measures associated with the tasks performed by local vocational administrators in Kentucky. Listed below are some possible uses of the catalogue:

1. The objectives identified in the catalogue can be compared with existing objectives of established programs for possible inclusion.
2. Criterion-referenced measures may be used as a test for accomplishing the attainment of the objectives.
3. Measures may be used to determine entering students' competencies and establish a basis for student needs.
4. Performance guide may be used to help the student achieve the designated task.
5. The catalogue may be used as supplemental material for existing established programs.

Preliminary Research

A state-of-the-art study was conducted to provide a basis for establishing possible competencies or tasks required of vocational administrators. The study revealed that considerable work in competency-based education had been conducted and some task lists concerning the duties of vocational administrators were available.

The researcher reviewed the identified sources of material for the purpose of developing a preliminary task list for vocational administrators. The preliminary task list was presented to thirty-six vocational administrators randomly selected across the state of Kentucky. The administrators reviewed and revised the task list to reflect those duties performed by the various local vocational administrators. The final task booklet consisted of 337 tasks.

The tasks booklet was sent to the 140 local vocational administrators across the state of Kentucky. Reminder letters were sent to non-respondents and personal contact was made to slow respondents to insure ample return. The Researcher received 108 of the booklets for a seventy-seven percent (77%) return.

Analysis of Data

The SPSS program was utilized to analyze the data to identify those tasks performed by the various local administrators as well as the amount of time and the importance of the task on a scale from 1-7. Those tasks that failed to receive at least a thirty percent response or a rating below the median of 3. 5 for time and importance were deleted. However, some of the deleted tasks judged to be critical were reinstated so performance objectives and criterion reference measures could be written for them. Data analyzed according to the above mentioned criteria revealed that the task list could be reduced from 337 tasks to 216 tasks.

Writing Team

After the data were analyzed to determine which tasks were important, the project director and the graduate assistant along with the help of local vocational administrators proceeded to write the performance objectives and criterion reference measures. Performance objectives and criterion reference measures were required for 216 of the tasks or competencies identified. However, some of the tasks were combined because of their similarity or relativity.

After the performance objectives and criterion reference measures were developed, selected local vocational administrators were asked to respond to the list. The project director with the help of the Bureau for Vocational Education selected eighteen administrators to review the list.

At a meeting held at Eastern Kentucky University, the administrators reviewed the performance objectives and criterion reference measures written for the various tasks. The Performance Objectives and Criterion References Catalogue reflect the recommendations of the administrators.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: Prepare an occupational program plan that will include short and long range courses.

Performance Objective

Prospective Administrators will be able to identify sources of information for short and long range courses.

Criterion Reference

Prospective administrators will identify sources of information by listing no less than eight agencies and organizations.

Performance Guide

1. Contact Federal agencies that can supply demographic material.
2. Contact State agencies that can supply demographic material.
3. Contact businesses in and near the community and determine manpower needs.
4. Contact industry in and near the community and determine manpower needs.
5. Contact other sources that have employment needs. (hospitals, clinics, public services, etc.)

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: Prepare an occupational program that will include short and long range courses.

Performance Objective

Prospective administrators will be able to categorize courses into either short range or long range courses.

Criterion Reference

Given a list of thirty course proposals prospective administrators will determine if each course is a short range or a long range course and will classify it as such. All of the given course proposals will be listed as short or long range.

Performance Guide

1. Study each proposal.

2. Determine how long it would take to meet the objectives of the course.

3. Determine the manpower needs for the course.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: Secure assistance from staff members in the preparation of the local plan.

Performance Objective

Prospective administrators will be able to utilize staff members for the preparation of the local plan.

Performance Guide

Staff members will assist the prospective administrator by aiding in the identification of:

1. Competencies needed for entry into an occupation.
2. Community needs for occupational training.
    a. Demographic data
    b. Needs assesment
    c. Student Interests
    d. Business and Industrial needs
3. Programs for the placement of Non-Traditional students (handicapped, retarded, disadvantaged).
4. Improving mandated conditions (sex bias, stereotyping).
5. Special interest programs.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: Submit a proposed program plan to the local administration based upon the results of a vocational education survey.

Performance Objective

Prospective administrators will be able to develop and submit a proposed program plan to the local administration.

Criterion Reference

Prospective administrators will analyze material given to them for a program plan and write a plan proposal that would be given to the local administration.

Performance Guide

1. Use currently required forms, formats, and guidelines of the state the plan to work.
2. Abide by state legislation concerning plan preparation.
3. Abide by federal legislation concerning plan preparation.
4. Utilize planning manuals and other sources of demographic material.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To identify sources and persons to obtain information for job market, manpower implications, and employment trends at the local, regional, state, and national levels

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Performance Objective

Prospective administrators will be able to identify sources of information for the job market, manpower implications, and employment trends at the local, regional, state, and national levels.

Criterion Reference

Prospective administrators will compile a list of ten resource materials and/or persons for analysis of the job market.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To identify student interests in the community and school.

Performance Objective

Prospective administrators will be able to identify tests and inventories that will aid in determining student interests.

Criterion Reference

Prospective administrators will demonstrate familiarity of commercially-available student interest surveys and select an appropriate survey for the area it is to deal with.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To verbalize the economic implications for vocational education.

Performance Objective

Prospective administrators will be able to explain the impact ov vocational education on the economy.

Criterion Reference

Prospective administrators will role play a situation in which they explain the impact of vocational education on the economy to their peers.

Performance Guide

Prospective administrators will conduct themselves in a professional and well organized manner.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To assist in the preparation of course descriptions for a school catalog.

Performance Objective

Prospective administrators will be able to write course descriptions for the school catalog.

Criterion Reference

Prospective administrators will write no fewer than 10 error free course descriptions that can be entered into the school catalog.

Performance Guide

1. Prerequisites for the course
2. An accurate description of course requirements
3. Competencies required for completion of the course

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To assist in or develop programs geared to the disadvantaged or special needs student.

Performance Objective

Prospective Administrators will be able to initiate programs for special needs students.

Criterion Reference

Prospective administrators will define the area under special needs and develop tentative programs that will incorporate these special needs.

Performance Guide

Define:

1. Disadvantaged

2. Handicapped

Also, prospective administrators will utilize welfare agencies, community action programs, model cities, business, labor organizations, and other organizations when feasible to provide vocational programs, services, and activities needed by special needs persons.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To analyze employment data and trends through the use of source information, and business and industrial contacts for the development of the program plan.

Performance Objective

Prospective administrators will be able to utilize business, industry, and state data sources for analyzing employment trends and determining projected vocational education needs.

Criterion Reference

From this data prospective administrators will evaluate the needs of industry and business at the state and community level and include this information in the local program plan.

Performance Guide

Prospective administrators will acquire source information through the State Bureau of Manpower Services, local offices of U. S. Department of Labor Conditions, and teacher-training institutions.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To develop a procedure for keeping all staff members appropriately informed about vocational programs.

Performance Objective

Prospective administrators will be able to identify communication for keeping staff members informed about vocational programs.

Criterion Reference

Prospective administrators will use all communication devices available to them to inform staff members of vocational programs. They should prepare a list of not fewer than six styles of communication that can be used for this purpose.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To provide leadership and assistance in analyzing and designing or redesigning a Course of Study.

Performance Objective #1

Prospective administrators will be able to provide assistance in analyzing a course of study.

Criterion Reference

Given information concerning new trends in industry and business, up to date employment trends, student interest data, and other available information, prospective administrators will work with teachers and assist in evaluating their course of study.

Performance Objective #2

Prospective administrators will be able to provide assistance in designing, or redesigning an effective course of study.

Criterion Reference

After analyzing the information prospective administrators will give assistance in preparing course outlines, lesson plans, instruction sheets, information sheets, and other information found in a course of study.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To seek agreements with community services for providing additional program opportunities.

Performance Objective

Prospective administrators will be able to arrange agreements with business, industry, or service organizations for providing cooperative education, unpaid work experience, and community projects for student organizations.

Criterion Reference

Prospective administrators will contact local business, industry, and service organizations and seek agreements which students will be given work experience in their area of study.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To build flexibility into the vocational schedule so that students could change their area of interest or their level of training.

Performance Objective

Prospective administrators will be able to build flexibility into the vocational schedule so a student could change areas of interest or level of training ifhis instructor and school supervisor feel it is justified.

Criterion Reference

Prospective administrators will include in school and graduation requirements flexibility that will allow students to change their area of interest or level of training.

Duty: PROGRAM PLANNING AND IMPLEMENTATION

Task: To evaluate alternative instructional avenues in terms of benefit vs. cost.

Performance Objective

Prospective administrators will be able to determine a priority list in terms of benefit vs. cost.

Criterion Reference

Given a list of programs and their cost of operation, prospective administrators will list the programs in descending order of priority assuming changes would need to be made.

Performance Guide

Supportive reasons for their priority list should be given in terms of student, community, and manpower benefit vs. cost of operation.

Duty: STAFF RECRUITMENT

Task: Writing job descriptions for supervisional, instructional, and non-instructional positions; and seeking applicants to fill positions.

Conditions

You have been granted approval to hire individuals for the following positions: night principal, welding instructor and secretary. Your charge is to prepare a job description of each position and notify appropriate sources of applicants of the vacancies.

Performance Objective #1

The prospective administrator will be able to identify sources where applicants may be obtained.

Criterion Reference

The prospective administrator will prepare a list including at least the following sources: college and university placement, teacher training, program coordinators, business college, vocational schools, state employment service, private placement services, neighboring schools, businesses, and industry.

Performance Objective #2

The prospective administrator will be able to prepare an acceptable letter for each vacancy that could be sent to the identified sources of possible applicants.

Criterion Reference

Prepare three acceptable error free letters, one for each position, to include a brief statement about the school as well as a description of the job. Job description should address such points: job title, duties of position, salary range, training and experience required as well as that preferred, special knowledge, skills, and ability, and address where credentials may be sent. The acceptability of these letters is based on the instructor's judgement of how well each of the above points were covered.

Duty: STAFF RECRUITMENT

Task: Analyzing applicant credentials

Condition

Given a number of applications and with letters of recommendation for each position.

Performance Objective

The prospective administrator will choose at least two or three applicants for each position and rank according to overall qualifications.

Criterion Reference

Justify selection by ranking applicants on such points as:

A. Night Principal
   1. Preparation of credentials and application
   2. Previous work experience (industrial, business, and teaching)
   3. Stability in previous positions (No. of job changes)
   4. Educational experience
   5. Ability to communicate and convey ideas
   6. Shows ability to organize material
   7. How well does applicant:
      a. Meet present need
      b. Meet future needs
   8. Personal references or recommendations

B. Welding Instructor
   1. Preparation of credentials and application
   2. Previous work experience (industrial and teaching)
   3. Stability in previous positions (no. of job changes)
   4. Level of skill obtained

        a. Through diversity of experience on the job
        b. Through course work
    5. Shows ability to organize subject matter material
    6. Ability to relate to students
    7. Personal references
    8. How well does applicant
        a. Meet present requirements
        b. Meet future needs

C. Clerical Staff Member

    1. Preparation of credentials and application
    2. Work experience
    3. Educational experience
    4. Examples of work
    5. Demonstrate typing ability
        a. Prepare business letter from dictation or rough pencil copy
        b. Letter to be error free (spelling check, punctuation, etc.)
        c. Words per minute
    6. Personal recommendation
    7. Stability in previous positions (no. of job changes)
    8. How well did applicants
        a. Meet present requirements
        b. Meet future needs

Duty: STAFF RECRUITMENT

Task: Interviewing Candidates

Situation

Prospective applicants have been notified of the time for their interview.

Performance Objective

The prospective administrator shall be able to demonstrate his or her ability to interview prospective employees.

Criterion Reference

In a role playing situation, prospective administrators will interview non-classroom personnel or other classmates if not available playing the role of applicants. The instructor will serve as judge as to how well the interview was conducted by scoring interview on such points as:

1. Make applicant feel at ease.
2. Constructed questions that the applicant could respond to concerning his interest, plans for the future, perception of his or her role in the position and the importance of the position.
3. Explain clearly the responsibilities and the duties that the position demand.

Duty: STAFF RECRUITMENT

Task: Choosing staff member

Situation

The prospective administrator has been provided the opportunity to evaluate credentials and interview applicants.

Performance Objective

The prospective administrator shall be able to select those staff members who are best suited for the position.

Criterion Reference

The prospective administrator shall explain or justify choosing of candidate for each position based on those points as outlined in the two previous criterion references.

Duty: STAFF RECRUITMENT

Task: Operate a planned teacher recruitment program

Performance Objective

The prospective administrator, after completing the tasks of writing job descriptions, analyzing applicant's credentials, interviewing candidates and making a selection, shall be able to outline the steps or procedures for filling the vacant position of a new staff member.

Criterion Reference

Plan should include such:

1. Identify sources where applicants may be obtained
2. Prepare letters advertising vacancy (May use personal contact as well)
3. Request interested parties submit credentials
4. Analyzing applicant and schedule interview of candidates that best meet the requirements
5. Make selection after interviews and process the appropriate papers

Duty: PERSONNEL DEVELOPMENT AND MANAGEMENT

Task: New Staff Orientation

Situation

The orientation of new staff members is an important function of any organization. This is especially true in the vocational school, since many vocational teachers begin their teaching career with a considerable amount of work experience and very little formal classroom training beyond the twelfth grade. The charge to the administrator is to develop an orientation program to inform and prepare the new teacher for success in a new job.

Performance Objective #1

Identify the ways a new staff member can be informed about the operation of the school in the early stages of his or her employment.

Criterion Reference

List the ways to orient newly employed staff members concerning school operation. List should include such ways as hand written materials, faculty handbook, summer work shops, in-service training programs, etc.

Performance Objective #2

Identify those areas a new staff member will need to be informed about in the early stages of his or her employment.

Criterion Reference

List those areas that should be a concern to new employees.
The list should include such areas as:

1. Introduction to whom the school serves
2. The philosophy of school and purpose
3. Objectives of school
4. General information that the teacher needs to know concerning daily schedule routine

5. Insurance, safety and emergency information
6. Student enrollment, tuition, books, attendance, evaluation, etc.
7. School calendar, holiday, professional days, sick days, and annual leave
8. Personnel job description, certification, personnel development, salaries schedule, regulations, retirement and insurance benefits
9. Financial resources and expenditures
10. Major type of program offering
11. Related programs and supporting services functions

Performance Objective #3

The prospective administrator will be able to organize and carry out an in-service training sessions for the purpose of orienting new personnel to their job.

Criterion Reference

The prospective administrator will address the following points for organizing and carrying out his or her teacher-orientation program:

1. Title of the program
2. Objective or purpose
3. Time schedule for conducting meetings
4. Person to conduct training (whether one individual or to use various personnel in the school system or state department to conduct training sessions)
5. Assignment of persons to cover topics
6. Outline of topics
7. Evaluation process

The instructors judgement should be used as to how well the prospective administrator's plan addresses those areas of information new staff members need during their orientation.

Possible areas for evaluation:

1. Written materials to be given to new employees
2. Training activities
3. Persons used in orientation
4. Evaluation of orientation

Duty: PERSONNEL DEVELOPMENT AND MANAGEMENT

Task: Staff In-service Training

Situation

Since the prospective vocational teachers' strengths lie in the areas of professional development, in-service training is necessary in order for the teacher to be totally competent in the teaching profession. This is especially true for many of the new staff members. The charge to administrator is to determine individual staff member needs, such as education, skill, development, professional growth, and the individual's relationship with colleagues and students.

Performance Objective

The prospective administrator, after receiving training in the areas of personnel preparation and development will be able to formulate a plan for the purpose of evaluating each staff member to determine his or her needs.

Criterion Reference

The prospective administrator will design a form and procedure that can be used to evaluate staff to help determine their needs. The form should include the following:

I. Information desired

  A. Teaching (preparation, organization, effectiveness in classroom, rapport with students)
    1. Strength
    2. Weakness
    3. Recommendation concerning points 1 and 2

  B. Responsibilities other than teaching (willingness & effectiveness)
    1. Strength
    2. Weakness
    3. Recommendation

  C. Relations with colleagues (supportive, cooperative and professional)
    1. Strength
    2. Weakness
    3. Recommendation

D. School activities (committees, student organizations, etc.)
    1. Strength
    2. Weakness
    3. Recommendation

E. Professional growth (Strength & Weakness)
    1. Educational preparation
    2. Technical competencies
    3. Update skill
    4. Recommendation concerning above points

F. Professional activities (organizations, conferences, etc.)
(Extent of involvement)

G. Community services
Nature and quality

H. Overall evaluation (include personality or character traits which contribute or detract from effectiveness)

II. Means of obtaining information

A. Consultation with appropriate faculty

B. Consultation with students on informal basis

C. Personal observation

III. Conference with staff for the purpose of pointing out strengths and weaknesses.

IV. How often is evaluation to be conducted?

Performance Objective #1

The prospective administrator given a number of evaluation forms used to evaluate anonymous or fictitious teachers will be able to identify those needs that can be met through in-service training programs and develop a plan for providing in-service training programs.

Criterion Reference

The administrator should determine which type of learning activity or action is most appropriate for taking care of the needs (example - conferences, workshops, short intensive courses, institutes, staff exchange programs conducted by teacher-educational institutions, individual conference, etc.). Prospective administrators should justify choice. Instructor to evaluate reasoning and give critique.

Performance Objective #2

- The prospective administrator, after identifying staff need, will be able to demonstrate his or her abilities to conduct a simulated conference with a staff member concerning such points as strength and weaknesses, rapport with students, encouragement of additional preparation, and the development of a plan for an individual to grow professionally.

Criterion Reference

The prospective administrator's performance will be based on the manner he or she conducts a conference. Points to base performance:

1. Was he/she helpful and encouraging ?
2. Was he/she threatening or non-threatning?
3. Was data provided concerning staff members positive or negative performance?
4. Help staff member identify needs in professional growth and develop a plan where staff member may fulfill those needs.

Duty: PERSONNEL DEVELOPMENT AND MANAGEMENT

Task: Exchange information with subordinates, provide faculty member the opportunity to participate in policy-making, and seek cooperation of various departments or program areas.

Performance Objective

The prospective administrator will be able to differentiate between styles of leadership that may be employed to exchange information with subordinates while conducting a staff meeting.

Criterion Reference

List and explain two common styles of leadership utilized in conducting faculty, staff, or committee meetings. One style must provide an atmosphere for cooperation and enable individual staff member to have input in the decision-making process.

Performance Guide

(Reference: Lassey, William R. Leadership and Social Change; University Associates Publishers and Consultants, Iowa City, 1973, p. 3-5.

Examples of Styles of Leadership:

A. Autocratic:
   1. Obedient to commands of leader
   2. Atmosphere may be filled with tension and uncooperation
   3. Group may not function without a leader

B. Laissez Faire
   1. Group may not function
   2. Extremely individualistic feeling

C. Democratic
   1. Creates an atmosphere of openness
   2. Member afforded opportunities and encouraged to participate
   3. Accepts ideas of others
   4. Express group feeling rather than individualistic feeling
   5. Consensus seeking
   6. Tension reducing
   7. Decision making a consensus of the group

Duty: PERSONNEL DEVELOPMENT AND MANAGEMENT
(Organization Climate)

Task: Identify factors which provide staff members with job satisfaction and dissatisfaction.

Performance Objective #1

The prospective administrator after receiving instructions concerning different systems of management/administration will be able to identify those intrinsic value and extrinsic values that are related to the individual's job satisfaction.

Criterion Reference

The prospective administratorwill be able to identify five intrinsic and five extrinsic motivation factors that contribute to job satisfaction.

Performance Guide

A. Extrinsic Factors
  1. Salary
  2. Fringe benefits
  3. Administrative practices and policies
  4. Working conditions
  5. School loyalty

B. Intrinsic Factors
  1. Achievements
  2. Recognition
  3. Interesting work
  4. Advancement
  5. Responsibility

Performance Objective #2

Given one of the factors identified in performance objective #1, the prospective administrator will be able to relate how that factor influences job satisfaction in a particular school system with which he or she is familiar.

Criterion Reference

The prospective administrator will be able to explain the factor identified in objective #1 that exists in the school and how they contribute to job satisfaction and dissatisfaction in the school.

Performance Objective #3

The prospective administrator after working with staff members and learning of the staff's individual achievements, likes, dislikes, and other personality traits, will be able to identify the major factors which provide a specific employee with job satisfaction and dissatisfaction.

Criterion Reference

Concerning a person with whom you have worked, list those factors which you felt provided the person with job satisfaction or dissatisfaction. Explain why each factor was identified.

Duty: PERSONNEL DEVELOPMENT AND MANAGEMENT (Organizational Climate)

Task: State legal requirements for dismissal, criticize a person's performance, warn of possible dismissal and inform a person that his/her contract has been terminated.

Performance Objective #1

The prospective administrator will be able to identify those sections in the State Plan, School Code and personnel policies, or Faculty Handbook that pertain to promotion, tenure, and termination of contract.

Criterion Reference

The prospective administrator will be able to explain those points of consideration for advancement, tenure, and termination of contract.

Performance Objective #2

The prospective administrator will devise a plan for periodic evaluation of staff members concerning performances, warning of possible termination or termination of contract.

Criterion Reference

The plan should include such things as:

A. How often is a person to be evaluated?

B. Type of evaluation

C. Means of obtaining information

D. Points on which evaluation is based

E. Means to convey information to employee being evaluated

Performance Guide

Possible considerations of evaluation:

A. Points used for evaluation

1. Teaching (strengths and weaknesses)
2. Other assignments (strengths and weaknesses)
3. Relations with colleagues - professional supportive, cooperative (strengths and weaknesses)

4. Professional growth
5. Community service
6. Overall evaluation
7. Recommendations

B. Means of conveying information to an employee who is not performing his/her duties satisfactorily.

1. Informally inform the employee of his/her standing
2. Identify the causes of possible dismissal
3. Suggest course of action the person must take to avoid dismissal
4. Written statement or log of infractions should be kept and the date the staff member was informed of them. This can document the reason for not rehiring person.

Duty: PERSONNEL DEVELOPMENT AND MANAGEMENT (Organizational Climate)

Task: Create a climate where subordinates are able to settle disagreements such as disagreements concerning existing programs or proposed programs, while maintaining staff morale by supporting personnel alike, encouraging staff cooperation, and helping personnel see a need to respect one another's opinions.

Situation

An administrator at the beginning of the school year established varied curriculum committees for the purpose of studying existing programs or proposing new programs. It is customary for the various committees to make reports to the remainder of the staff at regularly scheduled staff meetings held during the year. It has been brought to the administrator's attention that several staff members are opposed to one of the new programs being proposed, and tempers are becoming short. The charge to the administrator is to create a climate where disagreements can be aired while restoring staff morale.

Performance Objective

The prospective administrator will be able to create a working climate where subordinates are able to settle disagreements without reducing staff morale by encouraging staff cooperation, respect of other's opinions, and supporting persons alike.

Criterion Reference

In a role playing situation, the prospective administrator will conduct a committee meeting with peers in a role-playing of committee members sharing different viewpoints. His effectiveness will be evaluated by the instructor.

Performance Guide

Possible points for evaluation:

1. Establish authority and encourage cooperation of members
2. Identify problem situations
3. Establish opposing viewpoints
4. Establish possible solutions through member participation
5. Evaluate each solution through discussion
6. Encourage total participation and controls group
7. Considers each solution without biases
8. Helps committee reach a concensus of opinion after weighing each solution
9. Critiques committee action

Duty: PERSONNEL DEVELOPMENT AND MANAGEMENT (Organizational Climate)

Task: Relay administrative information to staff, and justify administrative position when contrary to some staff member's position.

Performance Objective #1

The prospective administrator will be able to state methods of relaying administrative information to staff members: (1) notice concerning housekeeping, (2) new policy concerning tenure and promotion of staff members, (3) college credit course to be taught at the vocational school, and (4) dates for state conference.

Criterion Reference

Administrators list should include the following means:

1. Memo to staff
2. Individual personal contact.
3. Staff meeting
4. Made state publications available to staff (state plan and handbooks)

Performance Objective #2

The prospective administrator will be able to write a communication announcement (for either written or spoken communications) that clearly communicates the message.

Criterion Reference

The communique must be clear, concise, and free of grammatical errors.

Performance Objective #3

Given a list of administrative positions which are resented by the staff members, the prospective administrator will be able to devise a plan for explaining the positions of the administration.

Criterion Reference

Plan should include the following:

1. Schedule a meeting
2. Identify those positions where disagreement exists
3. Have staff member explain their reasons for disagreement
4. Give examples that illustrate the administrative position
5. Justify administrative position

Duty: PERSONNEL DEVELOPMENT AND MANAGEMENT (Organizational Climate)

Task: Cooperate with other administrators to help integrate the school programs.

Performance Objective

The prospective administrator after reviewing the portion of the State Plan concerning steering committees and having received instructions concerning the organizing of advisory or steering committees will be able to devise a plan to foster cooperation with other administrators to help integrate the school programs.

Criterion Reference

The devised plan involves the establishing of a steering committee that provides an organization structure that is responsive to the needs of the schools and community being served; and provides these people with a vehicle for input into the integration and the on-going programs in the school region.

Duty: PERSONNEL DEVELOPMENT AND MANAGEMENT (Organizational Climate)

Task: Confering with staff on plans, methods, and problems; and ensuring that staff comply with their assignments.

Performance Objective

The prospective administrator will be able to employ a means to communicate with staff members concerning such internal matters as planning, methodology, problems, and staff compliance.

Criterion Reference

Given a list of possible topics for discussion with staff members, prepare an agenda for a staff meeting. Explain how you would address such things as: operating in an atmosphere of openness, encouraging staff input, assigning responsibilities, and monitoring of compliance with duties assigned to ensure maximum effort of all participants.

Performance Guide

1. Has a reasonable time been allotted?
2. Is planned agenda relevant to current needs of all (common goals)?
3. Is opportunity for participation by staff provided?
4. Is a critique or summary of decisions and issues discussed to assure staff understanding?

Duty: PERSONNEL DEVELOPMENT AND MANAGEMENT

Task: Evaluate staff for the purpose of supplying criteria for recommending staff members for salary increases.

Performance Objective

The prospective administrator will be able to analyze data concerning a staff member to help determine his/her accomplishments and provide some basis for recommendation of promotion or salary increases.

Criterion Reference

From the data provided, identify and explain your justification for recommending the person for a salary increase.

Performance Guide

Staff salary increases rely heavily on annual increments and professional growth (additional studies, etc.). Administrators should be familiar with requirements for the various teacher ranks in order to base recommendations.

Duty: PROGRAM OPERATION (Scheduling staff)

Task: Identify methods of securing assistance from staff in problems arising in program operations.

Performance Objective

The prospective administrator when confronted with a possible problem in program operations, will be able to identify methods of securing staff input into solving the problem.

Criterion Reference

Identify various means for securing input from staff member concerning the problem of assigning various staff members to duties other than teaching responsibilities. Some possible means of securing assistance from staff are through:

1. Staff meeting
2. Individual personal contact
3. Suggestion box
4. Staff written solutions that may rectify the problem

Duty: PROGRAM OPERATION (Scheduling Staff)

Task: Assign teaching duties and determine teaching loads while maintaining balance and coordinating the effective scheduling of staff members and facilities to afford maximum benefits.

Performance Objective

The prospective administrators when given a list of duties or objectives for staff to accomplish along with the list of personnel to carry out those tasks or duties will be able to prepare a plan for balancing out work loads evenly across staff members and facilities for maximum cost benefits while demonstrating to staff members the fairness of the assignments.

Criterion Reference

Plan should be represented in such a manner whereas to:

1. Outline the legal obligations of contracts and school policies
2. Match staff interest with duty assignments
3. Make known to staff the preference and interests of other staff members.
4. Estimate the time required for staff members to perform duties so as to balance out assignments
5. Compute the usage of facilities and staff output for maximum benefits
6. Make public job assignments to all staff members

Duty: PROGRAM OPERATION (Scheduling Staff)

Task: Meet with guidance people in regard to the selection of students and preparation of class schedules of vocational students.

Performance Objective #1

The prospective administrator will be able to establish a working relation with guidance personnel and students.

Criterion Reference

Prepare a plan that will involve guidance personnel, both from the high school and the vocational school as well as other school officials, to provide for contact on some regularly scheduled basis in order that the total school can better serve the student needs. The instructor will evaluate the feasibility of the plan.

Performance Guide

1. Method of contact
2. Points for discussion
3. Frequency of contact

Performance Objective #2

Given a group of students and a hypothetical class schedule, the prospective administrator will be able to prepare class schedules that are satisfactory to the students and result in a balanced faculty load and maximum utilization of facilities and faculty members.

Criterion Reference

The instructor's evaluation will be based on the prospective administrator obtaining adequate use of faculty and facilities and satisfy student needs.

Performance Objective #3

The prospective administrator will be able to prepare a thirty minute recruitment program that will be appealing to boys and girls in the 13-16 year age group.

Criterion Reference

Materials used in recruiting program must be portable so it can be transported to the general high school. Program should cover such things as admission, requirements, credit, job opportunities, and personal requirements for success in the occupation.

Duty: ADVISORY AND CRAFT COMMITTEES

Task: Assist in the recruiting of business/industrial personnel for advisory, steering and craft committees, and aid in the organization of vocational advisory, craft, and steering committees for program planning purpose

Performance Objective #1

Given the task of establishing an advisory or steering committee for a particular region or district the prospective administrator will be able to identify a group of persons within that geographical area to serve on advisory or steering committees.

Criterion Reference

Criterion for selection of members to serve on advisory or steering committee.

1. Members must be:
   a. Interested in serving
   b. Knowledgeable in the field of work and employer requirements
   c. Able to communicate with others
   d. Willing to devote time in order to serve

2. Includes persons as required on advisory or steering committee for specified categories
   a. School superintendents
   b. Principals
   c. Lay citizens (business or industrial)
   d. School board member
   e. Educators

Performance Objective #2

Given the task of establishing a craft committee for a specific trade subject or one which he/she is unfamiliar, the prospective administrator will be able to assist the trade teacher's in that area select a craft committee.

Criterion Reference

Criteria for selection of members to serve on Craft committee:

1. Members must be:
   a. Interested
   b. Knowledgeable in the field of work and employer requirements
   c. Able to communicate with others
   d. Willing to serve

2. Persons required on craft committee:
    a. Teachers (teachers required to organize their own craft committee)
    b. Business or industrial personnel of the craft (supervisor and worker level)
    c. Graduates or former students of the program

Performance Objective #3

Given a hypothetical situation where the administrator is attempting to recruit a prospective advisory committee or craft committee member, the prospective administrator will be able to make a persuasive and diplomatic presentation.

Criterion Reference

Presentation may be given by phone or personal contact. Instructor's judgement used for evaluating the persuasiveness of the presentation Areas covered might include such things as benefits to the program and to industry, and responsibilities of the committee.

Duty: PROGRAM OPERATION

Task: Schedule staff

Sub-Task: Prepare class schedules of vocational faculty

Performance Objective

Given the program enrollments, a list of teaching duties and a list of available staff members to be utilized to fulfill those duties, the prospective administrator will be able to prepare class schedules of vocational faculty.

Criterion Reference

For preparing the schedule the prospective administrator should consider such things as:

1. Number of programs offered
2. Type of programs offered
3. Enrollment in each section
4. Number of sections required to handle enrollment
5. Responsibility other than teaching
    a. Committee assignment
    b. Advising students
    c. Sponsoring student organizations
    d. Organizing craft committee
    e. Follow up and placement
    f. Evaluation of program

Duty: PROGRAM OPERATION (Advisory Committees)

Task: Communicate information to members of an advisory committee, establish working relationships with those members, encourage advisory committee members to elect their own chairman and provide secretarial assistance for handling typing and other duties needed by the advisory committee.

Situation

Being a new administrator you have just received confirmation from these persons willing to serve on advisory committees. Your charge is to make arrangements for the first meeting.

Performance Objective

The prospective administrator will be able to make arrangements for conducting the first meeting of a newly organized advisory committee for the purpose of establishing committee by-laws, election of a chairperson and establishing a working relationship with committee members.

Criterion Reference

The arrangements should include the following points:

1. Arrangement of meeting room or place
2. Materials for committee member (paper, pencil, folder, and extra copy of printed material for meeting)
3. Possible refreshments (coke or coffee)
4. Luncheon arrangements
5. Cover letter explaining nature of meeting, date, place, and times
6. Agenda
7. Establish a working relationship among members
8. Outline a plan for handling secretarial work of committee

Performance Guide

Possible outline for first meeting:

1. Introduction of members
2. Review the philosophy, purpose and objectives of the school where members have a better understanding of the school and its functions

3. Statement of policy concerning advisory committee include such items as purposes and functions of committee, number of members, method of selecting members, length of members' terms, and communication procedures.

4. Selection of chairperson for committee (encourage chairperson be person other than the local administrator if possible)

5. Tour of facilities

6. Topics for possible discussion or research for later meeting

7. Establish tentative arrangements for next meeting

8. Adjournment

Duty: PROGRAM OPERATION (Data collection and analysis)

Task: Design a concise, clear follow-up instrument which will furnish needed data.

Performance Objective

The prospective administrator will be able to demonstrate his/her ability to conduct a student follow-up study (Ref. Material: Byram, Harold M. and Marvin Robertson, Locally Directed Evaluation of Local Vocational Education Programs, Michigan State University, East Lansing, Michigan, March 1970.)

Criterion Reference

The administrator's plan for conducting a student follow-up should include the following:

1. Purpose of follow-up
    a. To determine the adequacy of training the students received that enabled them to enter and hold a job.
    b. Identify present and future training needs.
    c. Mobility of student
    d. Employment opportunities available in the community.
2. Target Group to be surveyed:
    a. Graduates
    b. Drop-outs
3. Identification of personnel to assist in conducting the survey
4. Determining cost for conducting survey
    a. Preparation and duplication of survey instrument
    b. Mailing cost
    c. Analysis of data
    d. Interpretation of results
    e. Personnel to conduct survey

        1. Clerical

        2. Staff time

5. Schedule of Activities (Pert Chart) for conducting follow-up

6. Construction of Survey Instrument

    a. Should reflect the purpose of objectives of the study

    b. Construct question to obtain necessary information

    c. Question on instrument should be designed where response can be easily adapted for data processing.

Performance Guide

Sample Follow-Up Instruments. Reference: (1) Byram, Harold M. and Marvin Robertson, Locally Directed Evaluation of Local Vocational Education Programs, Michigan State University, East Lansing, Michigan, March 1970, Appendix C and E. (2) Follow-up Questionnaire - Department of Industrial Education and Technology, Eastern Kentucky University, Richmond, Kentucky.

        1. Clerical
        2. Staff time

5. Schedule of Activities (Pert Chart) for conducting follow-up

6. Construction of Survey Instrument
    a. Should reflect the purpose of objectives of the study
    b. Construct question to obtain necessary information
    c. Question on instrument should be designed where response can easily be adapted for data processing.

PERFORMANCE GUIDE: Sample Follow-Up Instruments. Reference: (1) Byram, Harold M. and Marvin Robertson, Locally Directed Evaluation of Local Vocational Education Programs, Michigan State University, East Lansing, Michigan, March 1970, Appendix C and E. (2) Follow-up Questionnaire - Department of Industrial Education and Technology, Eastern Kentucky University, Richmond, KY.

Duty: PROGRAM OPERATION (Work Place Safety)

Task: Establish policy on accidents and maintain a continuous safety program.

Performance Objective #1

The prospective administrator will be able to identify the different types of inspections and describe each inspection normally performed at schools.

Criterion Reference

The identification of the inspection shall be grouped according to authorized inspections conducted by government or private agencies and those inspections conducted by school personnel.

Performance Guide:

I. Government or private inspections

- a. Fire Marshall
- b. Health
- c. Boiler
- d. Gas

II. School Personnel Inspections

- a. Fire
- b. Safety
- c. Cafeteria
- d. Equipment and building inspection

Performance Objective #2

The prospective administrator will develop a procedure for reporting and rectifying safety hazards resulting from equipment and fixture failure.

Criterion

The procedure should include such things:

1. Means of reporting emergency needs
   - a. To whom
   - b. Means of reporting (phone or written reports)

2. Caring for emergency needs in such things:
    a. Gas leak
    b. Defective equipment
    c. Structural defect
    d. Defective heating systems

Performance Objective #3

The prospective administrator will be able to implement and maintain a safety program for use in the local school.

Criterion Reference

The program shall address such areas as:

1. Civil Defense Alerts
2. Building Evacuation
3. Accident Prevention
4. Care of Injured or sick
5. Accident reports

Performance Guide

1. Civil Defense
    a. Tornado watch or warning
    b. War emergency alert
2. Building Evacuation
    a. Building on fire
    b. Explosion or threatened explosion
    c. Any other possible hazard
3. Accident prevention (monthly inspections)
    a. Building inspection
    b. Laboratory or classroom, have teacher comply to the following:
        1. Written safety and instruction on all equipment

            2. Demonstrations before permitting any students to perform any task on equipment
            3. Prohibit use of unsafe equipment or supplies
            4. Maintain constant supervision and adequate control of students while in laboratory
        c. Field trips

4. Care of injured or sick
    a. Competent staff in administering first aid
    b. Caring for injured person
    c. Reporting school connected accidents to parents or next of kin
    d. Requesting medical assistance

5. Accident reports
    a. Type (student or staff)
    b. Procedure for handling and recording data

Duty: PROGRAM OPERATION (Work Place Safety)

Task: Insure preventative maintenance of equipment and fixtures.

Performance Objective

The prospective administrator will be able to devise a plan for the preventative maintenance of equipment and fixtures.

Criterion Reference

The plan should identify those pieces of equipment and fixtures which will need routine inspection or servicing. The plan should include when the inspecting or servicing will occur, and whom is responsible for performing the inspecting and servicing needed.

Performance Guide

Facility Inspection or Servicing:

1. Safety and fire
2. Heating and air conditioning system (boilers, chiller, safety controls, air handling units, motor and etc.)
3. Electric lighting
    a. Schedule for changing all lightbulbs in areas where servicing is difficult
    b. Routine schedule for replacing other lights
4. Laboratory equipment and fixtures
    a. Yearly maintenance servicing on equipment
    b. Laboratory instructor or vendor in some cases

Duty: PROGRAM OPERATION (Curriculum/ Time Evaluation)

Task: Organize faculty curriculum committees and participate in developing curriculum policy.

Performance Objective

The prospective administrator will be able to establish curriculum committees for the purpose of studying existing programs or proposing new programs.

Criterion Reference

The curriculum committee should consist of teachers of other program areas as well as those teachers in the program to be studied, guidance personnel; related studies teachers, teachers of general education and other disciplines closely related to major vocational fields, and business/industry personnel.

Duty: PROGRAM OPERATION (Curriculum/Time Evaluation)

Task: Evaluate content and time allotted for present courses and programs.

Performance Objective

The prospective administrator will be able to develop a form where staff members will be able to record times required to present different lessons in their course of study or prepare a process chart to show student's progress.

Criterion Reference

Schedule of time allotted various units of instruction should reflect the following.

Course Title/No. ____________

Unit # ____________

Instruction to Record
Dates: ______ to ______

				Time Allotted Min, Hours or Periods			
Unit of Instruction	Title	Inform	Manip	Class	Lab	Others	Total
			TOTAL				
			PERCENT				

Summary
Total # of Unit Lessons ________
Information Type ________ = ________ %
Manipulative Skill Type ________ = ________ %

Duty: PROGRAM OPERATION (Work Place Safety)

Task: Develop and communicate a safety program based on legal requirements and safety standards.

Performance Objective

The prospective administrator having received instructions concerning OSHA and KOSHA requirements and the safety practice for operating various machines will be able to assist in the development and communication of safety programs to a staff member.

Criterion Reference

The program should include a means of conveying information concerning safety practices and requirements by state and federal agencies as well as seeing that each instructor prepares the safety requirements or rules to observe when operating the various pieces of equipment in their laboratories.

Performance Guide

1. Inservice work shop on safety for all staff members.
2. Have teacher to include a unit on safety in course of study.

Duty: PROGRAM OPERATION (Supervisory Function)

Task: Identify those staff members who are capable and willing to accept and carry out responsibility delegated to them. Secure maximum performance from staff members.

TASK: (cont.)

A successful administrator will possess a keen awareness of the forces which are important to his behavior at all times. He/she accurately understands himself/herself, the individuals he/she works with, and a social environment in which he/she operates. Reference: Lassey, William R., Leadership and Social Change, University Associates Publishers, Iowa City, Iowa, 1973, page 39.

Performance Objective

The prospective administrator will be able to differentiate between the two systems of rewards used to motivate people in order to identify those staff members and secure their maximum performance in order to assign areas of responsibilities.

Criterion Reference

The prospective administrator will be able to differentiate between extrinsic and intrinsic rewards and assess which is most likely to engender committment to higher performance on the individual's part.

Performance Guide

1. Extrinsic Rewards
    a. Salary
    b. Fringe Benefits
    c. Working conditions
    d. Promotion
    e. Praise
2. Intrinsic Rewards
    a. Achievement of knowledge and skills
    b. Self respect

c. Problem solution skills

d. Interest in work

e. Helping others

f. Responsibility

Performance Objective

The prospective administrator, having received instruction concerned with different styles of leadership and motivation of subordinates will be able to outline a procedure for assigning staff members to carry out delegated responsibilities.

Criterion Reference

Points to consider:

1. Know your staff.
2. Incorporate a face to face relationship with staff members.
3. Identify area of work or responsibility where staff members are interested or feel comfortable.
4. Identify areas of responsibilities to be assigned.
5. Match staff interest with responsibilities to be delegated.
6. Meeting with individual staff members to explain assignments and establish a plan of action.
7. Establish an open door policy where staff members feel free to seek the administrator's input.
8. Periodically review with the individual staff members to assess progress.

Duty: SUPERVISORY FUNCTIONS

Task: While conducting a meeting, the prospective administrato will utilize the expertise of staff members in solving problems related to vocational programs while incorporating controversial issues in order to arrive at the best decision.

Situation

As a new vocational administrator you are faced with the problem of the lack of staff member involvement in the decision-making process. This problem probably stems from the previous administrator's method of leadership. He was an autocratic leader, so most of his meetings were filled with considerable tension, apathetic and individualistic feeling. Your charge is to conduct a faculty or staff meeting where tension is lessened and a cooperative atmosphere abounds.

Performance Objective

In a simulated setting the prospective administrator will be able to demonstrate his/her ability to conduct a staff meeting that will provide staff members the opportunity to participate in policy making of a decision involving a controversial issue of female discrimination in such programs as automechanics, welding, machine shop, etc.

Criterion Reference

Meeting should employ the democratic style of leadership. The prospective administrator should seek participation from the total group and be sure that one or two persons do not control the discussion. Consideration should be shown for other opinions and establish a climate of "we" feel in order to establish a concensus of opinion.

Performance Guide

Techniques to insure group participation and profitable outcome:

1. Selection of members to serve in the following positions:
    a. First Recorder - take minutes of meeting
    b. Discussion leader - keeps discussion moving along, draws all members into the discussion, and keeps persons from dominating the discussion.
    c. Second Recorder - records ideals of groups on chalk board (used in brain storming technique)

2. Present problem to group.
3. Draws upon group for their expertise and opinions for solving problem.
4. Explores possible outcome from the various solutions proposed.
5. Establish a concensus with the group for the best possible solution.
6. Critique at the end where members are clear on all points.

Duty: PROGRAM OPERATION (Supervisory Function)

Task: Keep staff members clearly informed of what is expected of them and establishes an effective chain of command with responsible supervisors at each level.

Situation

You have recently hired a new staff member to fill a vacancy in one of your program areas. Since the person is new, he/she is unfamiliar with the workings of the school and is a little vague as to what is expected. Your assignment is to construct a plan to provide the new staff member with this information.

Performance Objective

The prospective administrator will be able to devise a plan for informing future employees concerning the organizational structure of Vocational Education, relate how the individual fits into this organization and what is expected of him/her.

Criterion Reference

1. Construct an organization chart for state level and local levels of administration.

2. Construct an outline for organizing and conducting an in-service orientation program for new employees.

Performance Guide

Outline for orientation sessions:

1. Introduction as to who school serves

2. Philosophy of school and purpose

3. Objectives of school and possible outcome

4. Scheduling and daily routine

5. Insurance, safety and emergency information

6. School calendar

7. Personnel job description, certification, personnel development, salaries schedule, regulations, retirement and insurance benefits. What is expected of an individual concerning these areas?

8. Financial resources and expenditures.

9. Related programs and supporting services.
10. Major types of programs.
11. Evaluation of personnel.

Duty: PROGRAM OPERATION (Supervisory Functions)

Task: Administer policies and inform staff members of the accepted methods to be used in the resolution of grievances, and the handling of employee complaints and student complaints.

Performance Objective

The prospective administrator will be able to outline a means for handling and settling grievances.

Criterion Reference

Outlines should include both the handling of staff and student grievances and address those provisions under Title IX of P.L.

Performance Guide

1. Staff grievance
    a. List means of handling grievances
        1. Immediate supervisor should handle grievances.
        2. Establish some possible solutions to grievances.
        3. Evaluate solutions in order to make appropriate decision.
2. Student grievances:
    a. Step in handling
        1. Teacher should first try to rectify problem.
        2. Second step would be for the local administrator, teacher, and student to rectify grievance.
        3. If grievance is not solved, the next step could involve the parent and a local school board member.
        4. If grievance is not resolved, the next step would be to obtain legal council.

Duty: PROGRAM OPERATION (Supervisory Function)

Task: Assist staff members in defining goals and tasks in programs of instruction and adapt ideas to improve performance.

Situation

As an vocational administrator, you have just attended a conference dealing with management by objectives. Since you have a new employee on your staff, you will have to devote some time in helping this individual define goals and tasks of the instructional program as well as assisting in the different approaches used in instruction. Your charge is to implement a management by objectives program for handling these duties.

Performance Objective

The prospective administrator in a simulated setting will be able to demonstrate his/her ability in assisting an individual define his/her goals for a newly instituted program by means of Management by Objectives.

Criterion Reference

System should provide the following:

1. Method to develop or explain school goal, objectives and expected outcomes.
2. Method to develop personal job functions and performance objectives for achieving the overall goals and objectives.
3. Assist staff member in planning their work and meeting their objectives.
4. Review performances
    a. Measure performance of accomplishment
    b. Determine the cause for not meeting performance where other ideas can be adopted to improve performance.

The instructor's judgement as to how well the administrator addressed the points will be basis for evaluation.

Duty: PROGRAM OPERATION (Supervisory Functions)

Task: Manage and Supervise employees

Performance Objective

The prospective administrator will be able to list those variables to consider in managing or supervising staff members.

Criterion Reference

Four variables to consider in order to be an effective supervisor:

1. Needs to know the needs of his/her staff members.
    a. personal needs
    b. social needs
2. Needs to be sensitive to the employee's personal and social needs.
3. Allows employee freedom
    a. Respect individual autonomy.
    b. Let individual assume responsibility.
    c. Let individual exercise initiative.
4. People grow and perform better when they set their own goals and choose activities that relate to their goals.

Duty: PROGRAM OPERATION (Supervisory Functions)

Task: Maintain inter-departmental communication through bulletins or memos.

Performance Objectives

The prospective administrator will be able to demonstrate his or her ability to communicate to staff members by means of a memo.

Criterion Reference

The prospective administrator should prepare an error free memo or bulletin that can be used to relate information to staff members.

Duty: PROGRAM OPERATION (Supervisory Functions)

Task: Interpret school policies to students.

Performance Objective

The prospective administrator will be able to identify various techniques of communicating school policies to students.

Criterion Reference

List three means of communicating school policies to students. List should include the following:

1. Student Handbook
2. Bulletin and memo explaining various sections
3. Assemblies
4. Personal contact with individual student

Duty: PROGRAM OPERATIONS (Supervisory Functions)

Task: Evaluate proposal and suggestions.

Performance Objectives

The prospective administrator when given a number of proposals will be able to evaluate them for their worth.

Criterion Reference

Using the following form to evaluate the proposals, rank proposals according to order. Given justification for your selection.

Duty: PROGRAM OPERATIONS (Supervisory Functions)

Task: Keep superiors informed.

Performance Objective

The prospective administrator will be able to identify various methods of keeping superiors informed.

Criterion

List five methods of communicating information to superiors. Possible methods:

1. Required reports and data from subcommittees
2. Letter communication
3. Telephone conversations
4. Direct personal contact
    a. as supervisor visit to work site
    b. administrator visits superiors work site
5. Conferences
6. Memos and bulletins

Duty: PROGRAM OPERATIONS (Supervisory Function)

Task: Serving on the institution's committee, council, or boards.

Situation

Since most vocational administrators at various times in their career will be required to serve on various committees, councils or boards, it is imperative that the administrator be well informed about the different styles of leaders that evolves from meetings. Also, it is important that an administrator be familiar with the various task functions that are necessary for a group or a committee to achieve its goals.

Performance Objective

The prospective administrator having read the assigned reference will be able to identify those tasks a committee must possess in order to increase their performance and achieve its goals. (Reference: Lassy, W. R. "Dimension of Leadership." Leadership and Social Change, University Associates Publisher, Iowa City, Iowa, p. 5-7.

Criterion Reference

List the ten task functions and the nine maintenance functions a committee, group , or an organization.

Duty: PROGRAM OPERATION (Supervisory Function)

Task: Organize and Administer evening and day vocational programs.

Performance Objective

After receiving instruction concerning day and evening vocational programs, the prospective administrator will be able to differentiate between the two types of programs and lay the ground work for organizing a course for the evening or day vocational program.

Criterion Reference

List the criteria for day and evening vocational education programs. Give the procedures you would follow to organize a class for the evening programs.

Performance Guide

After a need has been established, these are possible procedures one could follow to attract students and make the community aware of the program.

1. General talk to civic clubs and organizations.
2. New stories to promote evening class.
3. Letters and brochures sent to possible industries, businesses, etc. that could profit the class.
4. Radio spot announcements.
5. Posters placed in strategic locations.
6. New release at the close of class.

See the attached sample addressing these points.

Duty: PROGRAM OPERATION (Supervisory Function & Follow-up)

Task: Keep informed on instructional activities, evaluate instructional methods and evaluate programs on the basis of established goals.

Performance Objective #1

The prospective administrator will be able to state different means to keep informed of and evaluate instructional activities.

Criterion Reference

1. Require that teacher have a course of study for each program on file in office.
2. Review course of studies and lesson plans prepared by teacher.
3. Student evaluation of instructor.
4. Peer evaluation.
5. Periodical visit to classroom and observe activities being conducted in laboratory.
6. Reports submitted by instructor.
7. Follow-up data:
    1. Trends in termination
    2. Employer's evaluation of the product (students) he/she has hired.

Performance Objective #2

The prospective administrator will be able to evaluate programs on the basis of students achieving established goals.

Criterion Reference

One of the established goals for most vocational programs is that of gainful employment of students in the occupation for which they received training. As an administrator you have just reviewed the quarterly report for one of the programs in your school. The report yielded the following data: initial enrollment 85 students; termination of students through graduation was only 15 and of these fifteen only five were employed in the occupation for which they received training. All other students had dropped out of the program. From data provided concerning the goal of gainful employment, what inference can be drawn concerning the evaluation of the program in meeting this objective. State your conclusions and what actions should be taken concerning the operation of the program.

Duty: PROGRAM OPERATION (Occupational Program Follow-up)

Task: Work with guidance personnel and teachers in providing occupational information and determine student and community needs.

Introduction

Guidance has been defined as process of assisting an individual to do something for himself. It can come from within or without. The guidance function can be classified in three categories, personal, educational, and vocational. Although past emphasis has been directed mainly on personal guidance, today, greater emphasis is being thrust toward the educational and the vocational guidance aspect which has been ignored in the past. Guidance is the responsibility of teachers and administrators as well as guidance personnel.

Performance Objective

After receiving instructions concerning placements and follow-up, the prospective administrator will be able to list the activities involved in setting up a student placement service which addresses the educational and vocational guidance aspects.

Criterion Reference

Outline the steps involved in establishing a placement service for your school. Make provisions where teachers, administrators and guidance all have opportunities for input.

Performance Guide

Suggested outline:

1. Must have the committment and support of the top school administrator.
2. Establish a steering committee
    a. This committee should consist of teachers, administrators, guidance personnel and representatives of individuals affected by the service. This provides an opportunity for the various groups to work together.
    b. This committee should establish the goals and objectives of the placement service.
3. Determine student needs.
    a. Establishment of a student data file on each student.
    b. Survey student population to obtain student's career plans and needs.

4. Determine Community Needs

   a. Obtain data through mail service, telephone conversation, and personal interviews.

   b. Gather information concerning resources available and gather information concerning educational and vocational opportunity.

5. Summarize the data collected concerning student and community needs and present findings to top school officials for their approval or disapproval for establishing a placement service.

6. Having received approval for a placement service, determine staff need and criteria for their selection.

Duty: PROGRAM OPERATION (Occupational Program Follow-up)

Task: Devise a system for continued follow-up information on the placement, employment and training status of students and analyze data to implement improvements in vocational programs.

Performance Objective #1

After receiving information on the evaluation of vocational programs, the prospective administrator will be able to devise a system for gathering data concerning placement, employment and adequacy of training students received in the vocational program.

Criterion Reference

Design employee and student survey instruments that can be used to retrieve information.

Performance Guide

See sample follow-up instrument (Reference Byram, Harold H., and Marvin Robertson, Locally Directed Evaluation of Local Vocational Education Programs, Michigan State University, East Lansing, Michigan, PP x 5-9 and PP X-13-14.

Performance Objective

After given a simulated data report from student follow-up, the prospective administrator will be able to analyze data, draw inference concerning the adequacy of training the students received and make suggestions improving programs offered.

Criterion Reference

Write a short summary of findings revealed by the following data. (Reference Ibid. P X-10-11)

Duty: PROGRAM OPERATION (Complying with Legislation)

Task: Utilize state office personnel anytime their expertise can assist in any facet of the vocational program.

Performance Objectives

The prospective administrator will be able to list the various divisions of Vocational Education personnel at the state level that local administrators can draw upon for assistance.

Criterion

According to the State Plan for Vocational Education in Kentucky, list the six divisions of the Bureau of Vocational Education where the local administrator can seek assistance.

Duty: PROGRAM OPERATION (Complying with Legislation)

Task: Evaluation of facilities in terms of objectives, laws, state plan, and other standards.

Performance Objectives

The prospective administrator when given the "Kentucky Handbook for Planning and Evaluating Local Vocational Education Programs" will be able to locate the sections dealing with physical facilities under each of the program areas and outline the minimum requirements for the various facilities.

Criterion Reference

Outline facility requirements for three of the regular program areas in vocation as stated in the state plan.

Performance Guide

Types of programs:

1. Agrabusiness
2. B & O
3. Distributive Ed.
4. Health occupations
5. Home economics
6. Practical Arts
7. Public Service
8. Special Voc. Ed. Programs
9. Trades & industry

Duty: PROGRAM OPERATION (Complying with Legislation)

Task: Maintain operating standards required or recommended the state and national vocational authority.

Performance Objective

The prospective administrator having studied the module "Legislative Mandates for Vocational Education" will be able to compare the Smith-Hughes Act of 1917 and the Vocational Education Act of 1963.

Criterion Reference

Compare the acts on such points as Funding, methods of appropriation and student population served.

Performance Guide

Example Response (Reference: Legislation Mandates for Vocational Education - Module 5. American Institutes for Research, Palo Alto, California, 1976, pp. 57)

Smith-Hughes Act	Vocational Education Act 1963
1. Permanent appropriation of $7.1 million annually.	1. No permanent appropriation rather authorized federal grants.
2. Required designation of state, board, development of state plan, annual reports.	2. Required programs to be based on the labor market.
3. Areas funded Agriculture, home economics, trades and industry and teacher training in these fields.	3. Focused upon the needs of individuals rather than areas.

Duty: PROGRAM OPERATION (Complying with Legislation)

Task: Improve operations by use of innovations.

Performance Objective

The prospective administrator after studying the module "Introducing and Maintaining Innovations" will be able to differentiate between the four basic models for effecting change in education.

Criterion Reference

Differentiate between the following models:

1. The Research, Development, and Diffusion Model.
2. The Problem-Solving Model.
3. The Social Interaction Model.
4. The Linkage Model.

Reference (Introducing and Maintaining Innovation, American Institutes for Research, Palo Alto, California 1976, pp. 1-23)

Duty: MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT

Task: To prepare budgets for vocational facilities and equipment.

Performance Objective

Prospective administrators will be able to prepare the required budget forms as prescribed by the State Plan for Vocational Education of the State they are working.

Criterion Reference

Given a regional planning manual and other demographic and financial information, prospective administrators will prepare a sample copy of each budget form as required by the state in which they wish to work.

Duty: MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT

Task: To file reimbursement claims with the division of vocational and technical education .

Performance Objective

Prospective administrators will be able to file a claim for reimbursement of private funds payed during a business trip.

Criterion Reference

Given the required state forms for reimbursement, prospective administrators will completely fill in all necessary information.

Duty: MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT

Task: To analyze capital outlay and projected funds needed to begin and continue a new vocational program.

Performance Objective

Prospective administrators will be able to analyze capital outlay and projected funds for a vocational program.

Criterion Reference

Given a budget proposal and a proposal for capital outlay and necessary funds for a new vocational program, prospective administrators will analyze the costs and determine any adjustments or changes that should be made.

Duty: MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT

Task: To verbalize and substantiate budgeting priorities, property, and accountability decisions that were made to appropriate persons at any time.

Performance Objective

Prospective administrators will be able to defend any decisions made toward the budget proposal.

Criterion Reference

Given a budget proposal and other necessary information, prospective administrators will determine why certain choices were made.

Performance Guide

Prospective administrators should look into areas of equipment cost, salaries, maintenance, supplies, and other ongoing cost estimates.

Duty: MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT

Task: To control the finances of a department or total school curriculum.

Performance Objective

Prospective administrators will be able to determine if the expenditures of a department or school curriculum is substantial.

Criterion Reference

Given departmental requests for supplies and equipment prospective administrators will determine if the requests are necessary to operate the program.

Duty: MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT

Task: To obtain bids and estimates from suppliers before purchasing instructional supplies and equipment.

Performance Objective #1

Prospective administrators will be able to prepare requisition forms to be put out for bids.

Criterion Reference

Given a list of needed equipment, supplies, and other necessary information prospective administrators will prepare necessary requisition forms and include all necessary information.

Performance Guide

Requisitions will include:

1. Quantity
2. Size
3. All accessories needed
4. Quality
5. Serial number if available

Performance Objective #2

Prospective administrators will be able to identify businesses that can supply a bid on the needed equipment and supplies.

Criterion Reference

Prospective administrators will make a search of business and industry to identify sources to fill their bid requests.

Duty: MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT

Task: To examine all incoming orders for accuracy and condition.

Performance Objective

Prospective administrators will be able to identify the content and condition of a shipment.

Criterion Reference

Given a sample cargo list and that has been checked and marked for damage, prospective administrators will notify the company of their errors and damage in the order.

Duty: MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT

Task: To equip teaching stations with adequate teaching aids and equipment to meet course objectives.

Performance Objective

Prospective administrators will be able to assist the instructor in identifying teaching aids and equipment that will implement the course outline.

Criterion Reference

Given the recommendations for teaching aids and equipment prospective administrators will determine if the requests will aid the presentation of the material and if it is within budget restraints.

Duty: MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT

Task: To develop educational specifications and work closely with the architects and manufacturers in developing shop, laboratory, and classroom facilities.

Performance Objective

Prospective administrators will be able to interpret necessary facility requirements to the architect and manufacturers of the equipment.

Criterion Reference

Given the recommendations considered necessary by instructors, prospective administrators will transmit the recommendations to the architect and manufacturer so that they may be incorporated into the development of the facility.

Duty: PUBLIC RELATIONS

Task: To evaluate public opinion about vocational programs.

Performance Objective

Prospective administrators will be able to determine public opinion about vocational programs.

Criterion Reference

Prospective administrators will utilize surveys, personal contact, community meetings, and other sources of public contact to evaluate public opinion about vocational programs.

Duty: PUBLIC RELATIONS

Task: To determine if objectives of community relations programs are being met.

Performance Objective

Prospective administrators will be able to evaluate the successfulness of the community relations program.

Criterion Reference

Prospective administrators will list a sequence of at least five steps that might be taken to check and evaluate the community relations program.

STATE-OF-THE-ART STUDY
FOR
VOCATIONAL ADMINISTRATORS AT
LOCAL LEVEL

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INTRODUCTION

The social, economical, and technological changes imposed on our society are making a definite impact on our educational system. Due to this constant change, educators across the country have seen a steady increase in vocational student enrollment. The demand for additional programs has brought about a need for developing curriculum material, as well as, a need for competent personnel to fill vocational administrative positions.

The state of Kentucky is making a concerted effort to develop curriculum material through the Vocational-Technical Education Consortium of States (V-TECS). Due to the growing interest in the V-TECS material and the fact that vocational personnel are becoming more familiar in its use, the investigation will utilize the V-TECS model. Although V-TECS is mainly concerned with the identification of competencies and the development of catalogs of performance objectives and criterion-reference measures in the occupational areas, it should be applicable for use in the identification of professional competencies needed by vocational administrators as well.

Providing the best instructional programs for individuals pursuing positions in vocational administration necessitates the identification of specific professional competencies. The purpose of this study is to identify those tasks performed by Kentucky vocational administrators at the local level in order to provide a more realistic basis for a competency-based vocational administrative leadership program.

The catalog for local vocational administrators will be developed during 1976. The study will be limited to the task analysis of the following local vocational administrative positions in Kentucky:

1. Regional Director
2. Regional Program Coordinator
3. Regional Industrial Coordinator
4. Principal of a State Vocational-Technical School
5. Night Principal of a State Vocational-Technical School
6. Coordinator of an Area Vocational Education Center

OBJECTIVES OF STATE-OF-THE-ARTS STUDY

Before proceeding with the study, it was necessary to review current related vocational educational research in order to avoid duplication of work previously performed. To help guide the curriculum specialist during the study, a state-of-the-arts study was conducted.

Specific objectives of the state-of-the-arts study were:

1. Identify sources of information that would be helpful in the construction of a task inventory list and a catalog of performance objectives and criterion-reference measures.
2. Collect existing task inventory lists, performance objectives and criterion-reference measures.
3. Establish communication links with local and state vocational educators and institutions of higher learning.
4. Identify the population to which the task inventory survey list would be directed.

METHODOLOGY USED IN REVIEW OF MATERIALS FOR STATE-OF-THE-ARTS STUDY

A systematic methodology for conducting the state-of-the-arts study was developed prior to undertaking the study. Following is a step-by-step outline of the procedure used.

A. Requested a comprehensive search of the ERIC files through the Department of Education, Bureau of Vocational Education, Frankfort, Kentucky.

B. Requested a second search of the ERIC files using another set of descriptors, through the Department of Education, Bureau of Vocational Education, Frankfort, Kentucky.

C. Reviewed the resulting computer printout (over 70 citations) for pertinent documents and obtained microfiche of applicable documents.

D. Reviewed the Kentucky State Plan, State Board of Education, for job descriptions.

E. Directed letters of inquiry to the following:

1. University departments concerned with occupational, vocational and industrial education:

   Colorado State University
   Eastern New Mexico University
   East Tennessee State University
   Illinois State University
   Indiana State University
   Indiana University
   Morehead State University, Kentucky
   Murray State University, Kentucky
   North Carolina State University
   Ohio State University
   Purdue University, Indiana
   Southern Illinois University
   Tennessee State University
   University of Georgia
   University of Illinois
   University of Louisville, Kentucky
   University of Michigan
   University of Minnesota
   Virginia Polytechnic Institute

2. Government Agencies

   U.S. Office of Education, Division of Vocational and
   Technical Education

U.S. Office of Education, Adult, Vocational, Technical and Manpower Education
U.S. Office of Education, Vocational and Handicapped Programs Division
U.S. Office of Education, Personnel and Training Division
National Institute of Education
National Advisory Council on Vocational Education
Department of Health, Education, and Welfare, Regional Directors

3. State Departments of Education

Florida, Tallahassee
Georgia, Atlanta
Illinois, Springfield; Bureau of Vocational Education
Kentucky, Frankfort; Bureau of Vocational Education
North Carolina, Raleigh
South Carolina, Columbia

4. State Research Coordinating Units

5. Military Agencies

Marine Corps Office of Manpower Utilization
Air Force, Personnel Research Laboratory
Human Resources Research Organization

F. Made comprehensive search of Dissertation Abstracts for pertinent material, ordered five (5) Xerox copies of relevant dissertations.

G. Acquired six (6) dissertations through personal contact with the University of Missouri and the University of Tennessee.

H. Made comprehensive search of periodical literature through:

Education Index
Current Index to Journals in Education
Abstracts of Research and Related Materials
Abstracts of Instructional Materials

I. Made comprehensive search of books in Eastern Kentucky University Library.

REPORT OF FINDINGS

ERIC Research Documents

A comprehensive search of the ERIC files through the Department of Education, Bureau of Vocational Education, Frankfort, Kentucky, yielded extensive results using the following descriptors:

vocational education, vocational schools, vocational training centers, administrative personnel, administrator, job analysis, job skills, task analysis, and vocational directors.

Implications from ERIC documents: The abstracts were sorted and analyzed according to their contribution to the study. Documents deemed to be important were those possessing such characteristics as (1) providing sources to aid in the development of a task list for vocational administrators, or (2) providing reference material for writing performance objectives and criterion-reference measures.

Annotated list. The following is an annotated listing of those documents which had implications for this study.

1. Bryam, Harold M. "Evaluation of Local Vocational Education Programs, A Manual for Administrators, Teachers, and Citizens." Michigan State University, July, 1965, ED 010 791.

   This document reported on a study conducted by the staff of three Michigan public schools between 1963-1965. A manual that included an explanation of the roles of the local vocational directors was presented in the document.

2. Dean, C. Thomas and Norman Stranger. "The Preparation of Administrators for Post-Secondary Vocational Education: New Perspectives," Winter, 1974, EJ 094 200.

   This report provided the bases for an educational program for vocational administrators. It also described the leadership roles and qualities of an administrator.

3. Edmunds, Niel A. "The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah," Utah Research Coordinating Unit for Vocational and Technical Education, 1967, ED 017 728.

   This study determined the qualifications, responsibilities, and duties of vocational directors. Data were obtained from personnel in the Utah state school districts, state vocational directors, various teacher training institutions in the nation, and the U.S. Office of Education. The respondents indicated the necessary, partial, and unnecessary requirements they believe a vocational director should possess.

4. Forgey, George W. "Survey Study of Selected Illinois Vocational Education Personnel: Qualifications, Needs, Trends, and Implications," Illinois State Advisory Council on Vocational Education, November 1973, ED 079 524.

   Forgey surveyed high schools, area vocational centers, and junior colleges to find the qualifications, needs and working conditions of vocational personnel in these institutions. Other educational agencies to improve performance were also suggested.

5. Frankie, Richard J. and Malvern Miller. "Background Characteristics of Occupational Education Directors in New Two-Year Colleges," January, 1970, ED 032 044.

   The purposes of the study were: (1) to determine the qualifications of occupational education administrators in new two-year colleges and, (2) to evaluate the relationship between the stated requirements and the actual background of occupational education administrators. The report revealed that a substantial number of administrators lack teaching experience.

6. McCraken, J. David. "Information Needs of State Directors of Vocational Education," Ohio State University, October, 1973, ED 078 129.

   This study identified critical problems of state directors of vocational education and the information sources utilized by them. The study focused on the areas where most problems occurred and the sources of information the directors turned to find answers to their problems.

7. McCraken, J. David and Wilma Gillespie. "Information Needs of Local Administrators of Vocational Education," Ohio State University, July, 1973, ED 074 221.

   The purpose of this research was to identify problems and information sources of local administrators of vocational education. The study included information on decision making and suggested ways to help vocational administrators be more effective in administrative matters.

8. Miller, Melvin D. "Review and Synthesis of Research on Preparation of Leadership Personnel for Vocational and Technical Education," Ohio State University, July, 1972, ED 064 471.

   The purpose of this study was to analyze the leadership role at the national, state, and local levels with special emphasis on the lack of clear role definition at the local level.

9. Oklahoma State Department of Vocational and Technical Education. "A Training Program for Vocational and Technical Education Administrators, Final Report," Oklahoma State Department of Vocational and Technical Education, 1971, ED 067 498.

   The report discussed results of activities to update and improve skills and competencies of vocational administrators in Oklahoma. Also, the study discussed the implementation of pre-service education.

10. Polk, Harold J. "Characteristics of Directors of Area Vocational-Technical Schools," 1969, ED 031 601.

This study provided a profile of typical directors of area vocational-technical schools, made a statistical comparison between the top 20% of each state's local directors, and ascertained those characteristics which were representative of top ranking directors.

11. Ramp, Wayne and Edward Anderson. "Model Graduate Program in Occupational Education, A Cooperative Study," Illinois State University, June, 1972, ED 066 566.

The purpose of this project was to develop a competency-based model graduate program for administrators of vocational education in Illinois. It identified 158 administrative competencies and provided a means of incorporating those competencies in an instructional program.

12. Reuter, George S. "Occupational Education Leadership: A Performance-Based Approach, Final Report". Southern Illinois University, 1974, ED 102 318.

This document contained a transportable performance-based model for preparing occupational education leaders. The performance-based model was developed at Illinois State University.

13. Southern Illinois University. "The Implementation of a Model Competency-Based Graduate Program in Occupational Education, Phase 2," Southern Illinois University, June, 1974, ED 102 219.

This report described the implementation of the "Illinois Occupational Education Administration Project", an effort to refine a delivery system for imparting 159 identified competencies known to be essential to success of occupational education administrators. The program involved the recruiting, training, and placing 13 graduate students in administrative positions.

14. Ward, Darrell L. and Aaron J. Miller. "Second National Leadership Development Seminar for State Directors of Vocational Education," Ohio State University, November, 1969, ED 035 724.

This document was a report on seminars attended by over 100 leaders in Vocational and Technical Education that were conducted to provide assistance to leaders in their leadership role of planning.

15. Wenrich, Ralph C., and others. "A State Program for the Development of Persons for Leadership Roles in the Administration of Local Programs of Vocational and Technical Education, Final Report," Michigan University, August, 1968, ED 026 523.

In this study the authors observed the behavior of graduates from an 8-week summer workshop and year long internship for the purpose of evaluating the training programs employed. As a result of the observations, the authors were able to formulate an objective formula for the selection of personnel for leadership roles.

Dissertations

Implication: The hardbound dissertations obtained through the search for background material had major implications for the study. The major implications of these dissertations for the study were (1) to provide a source to be used in the development of a task list and (2) reference material for writing performance objectives and criterion-referenced measures.

Annotated list. The following is an annotated listing of those dissertations which had implications for this study.

16. Baltimore, Jimmy Ray. "A Study of Professional Education Competencies of Public School District Vocational Education Leaders." Oregon State University, Ed.D. 1972.

This study identified the common professional education competencies which were necessary for the administration of Vocational Education at the Public School district level and recommended methods for the preparation of individuals to perform each competency. A total of 98 competencies were identified in the study.

17. Briggs, Lloyd Delano. "Basic Competencies Necessary for Administrators of Vocational and Technical Education." Oklahoma State University, Ed.D. 1971.

The purpose of this study was to identify the basic competencies necessary for individuals who administer vocational and technical education programs. In the study, an attempt was made to determine which of the identified areas of competencies were common to vocational-technical administrators in junior colleges, area vocational schools, and metropolitan school systems as well as to determine those competencies which were unique to each area. A list of 40 competencies was used in this study.

18. Holt, Raymond Andrew. "The Role of the Director of Vocational Education at the Public School District Level in the State of Tennessee." University of Tennessee, Ed.D. 1973.

The primary purpose of the study was to determine the actual and ideal roles of directors of vocational education at the public school district level in Tennessee as perceived by reference groups. The reference groups were composed of 264 individuals selected from local directors, secondary school principals, vocational teachers, school superintendents, employment directors, state staff, and teacher educators in vocational education.

19. Sireno, Peter James. "The Role of the Local Vocational Education Director in the Area Vocational Schools in Missouri." University of Missouri--Columbia, Ed.D., 1973.

Sireno's study was designed to ascertain the relationship between the actual and ideal roles of the local vocational education director as perceived by the role incumbent, his immediate supervisor, and subordinate in the area vocational schools of Missouri. The study provided a task list of 210 activities.

20. Sundstrom, Lloyd Conrad. "A Factor Analysis of the Professional Education Competencies of Administrators of Vocational Education." Oregon State University, Ed.D., 1972.

The main purpose of this study was to identify and to factor analyze the professional education competencies common to administrators of vocational education in Oregon. The instrument used to determine those competencies was a task list composed of 70 tasks, rated on a scale of one to five.

21. Ward, Darrell Lin. "Vocational Education Competencies Identified for Local Leaders of Occupational Education." Oregon State University, Ed.D., 1971.

The purpose of this study was to seek answers to the following questions:

1. What competencies must be possessed by leaders in occupational education?

2. How can the essential competencies for occupational education leaders best be developed?

This study included a task list of 50 competencies.

22. Whitney, Larry J. "An Analysis of Administrative Structure and the Role of the Chief Vocational-Technical Education Administrator in Public Junior Colleges." University of Missouri, Ed.D., 1967.

The purpose of this study was to:

1. Identify the administrative levels and job titles of the chief vocational-technical education administrators;
2. Identify patterns of administrative structure of junior colleges offering occupational curricula;
3. Identify the duties, responsibilities, and conditions of employment.

Kentucky State Plan

23. Bureau of Vocational Education. Kentucky State Plan for the Administration of Vocational Education.

The Kentucky State Plan was developed to help administer vocational education in Kentucky. The plan was divided into two parts. Part I is Administrative Provisions and Part II is Annual and Long-Range Program Plan Provisions.

The implications of the Kentucky State Plan were two fold. One of the implications was that it identified the population to which the task inventory survey list will be directed. Secondly, it provided job descriptions of the vocational administrators to whom the study will be directed.

Research Reports

Implications: The Research Reports obtained through the review of literature are reports of studies concerning vocational administrator education and Competency Based Teacher Education. The implications of these reports to the study are: (1) to provide a source to be used in the development of a task list for vocational administrators and (2) to serve as a reference for writing performance objectives and criterion-referenced measures.

Annotated list. The following is an annotated listing of those research reports which had implications for this study.

24. Loudermilk, Walter B. and Earle Webb. Perceptions of Vocational Administrator and High School Principals Regarding the Role of the Vocational Administrator. Sponsored by Department of Occupational Education and Technology, Texas and Texas A & M University. August 1973.

The purpose of this report was to determine the perceptions of the roles of vocational director by vocational directors and high school principals. The study also sought to determine if programs needed to be developed to provide optimum working relationships between the vocational director and principal.

25. Pope, Billy N. Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Administrators. Department of Occupational and Technical Education. Contract Number 52 350 154, June 1975.

Pope's report was designed to identify tasks typically performed by vocational-technical administrators and to determine the relative amount of time spent performing each task.

26. Ramp, Wayne S. Implementation of a Competency Based Graduate Program in Occupational Education Administration, Phase III. State of Illinois, Office of Education, August 1975. Contract Number PCE-C5-017.

The major objectives of this research project were to:

1) Field-test a model graduate program for administrators;

2) Develop additional strategies for implementation;

3) Provide experience to attain the 159 competencies needed; and

4) Place participants in leadership positions.

Articles

Implications: Most of the magazine articles discuss the definition and formation of Competency Based Teacher Education. However, a few discuss programs that have been proposed or implemented. These articles can be used as a source in the development of task objectives.

Annotated list: The following is an annotated listing of articles which had implications for this study.

27. Holt, Raymond A. "Role of the High School Vocational Director," The Agriculture Magazine. June 1974. pp. 272-3.

The objective of this article was to ascertain selected characteristics or qualifications actually possessed by local directors prior to their acceptance of the job and to determine perceptions by reference groups relative to desired or ideal minimum characteristics or qualifications. Listed in the article were 25 of the most important roles that Raymond found in the study.

28. Olivo, C. Thomas. "A Leadership Training Breakthrough for the New Vocational Training," School Shop. Vol. 24. April 1969. pp. 54,55.

The article discussed a program for vocational administration education at the State University College at Oswego, New York. Vocational-education leaders throughout the state of New York were asked to carefully identify the special competencies needed by administrators of vocational education programs--competencies that were unique and represented particular knowledge and administrative skills beyond those required of any school administrator. The article discussed some of New York's findings and more important points on vocational administration education.

29. Ramp, Wayne S. and Ronald C. Reeder. "Teacher Competencies and Certification. How Influential is the Research?" AVA Journal, March, 1972, pp. 33-34.

Ramp and Reeder discussed the results and effects of a study conducted by John P. Walsh. Walsh's study was directed toward determining the competencies most important to the success of trade and industrial teachers across the nation.

Instructional Material

30. Melching, William H. and Sidney D. Borcher. "Procedures for Constructing and Using Task Inventories." The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio. Human Resources Research Organization, March, 1973.

This manual was designed to help vocational education curriculum experts learn procedures for constructing task inventories and for analyzing occupational performances.

The material is an excellent source to aid in the organizing and writing task inventories.

IDENTIFICATION OF PROFESSIONAL COMPETENCIES NEEDED BY LOCAL VOCATIONAL ADMINISTRATORS IN KENTUCKY

TASK INVENTORY LIST

Note: Many of the tasks in this inventory list reflect those tasks identified in research conducted at Southern Illinois and Illinois State Universities.

Reference:

Ramp, Wayne and Edward Anderson, "Model Graduate Program in Occupational Education, A Cooperative Study," Illinois State University, June, 1972. ED066-566.

Reuter, George S. "Occupational Education Leadership: A Performance-Based Approach" Southern Illinois University, June, 1974. ED102-219.

READ THIS PAGE BEFORE GOING FURTHER

Have you completed the Background Information section? Make sure before you continue with this procedure.

Procedure A - Checking Tasks of Present Job

1. As you read each task in the Duty-Task section, pages 1 through 29, place a check (✓) beside each task that you perform in your present job. Put your checkmark in the column headed "Check if Done in Present Job".

2. DO NOT COMPLETE THE TIME-SPENT COLUMN OR IMPORTANCE COLUMN AT THIS TIME.

3. If a task that you perform is not listed anywhere in the entire list, write in the blank space at the end of each duty category, or on the back of the sheet.

4. Do not confuse work you do yourself with work you supervise.

5. Remember, at this time you are to complete ONLY the column headed "Check If Done in Present Job" for pages 1 through 29. Now, turn to page 1 and BEGIN.

Procedure B - Rating Time Spent on Tasks of Present Job

1. Have you checked each task that you perform in your present job? Make sure before you continue with this procedure.

2. Now you are to rate the relative amount of time you spend performing each task in your present job and its importance. Relative time spent means the total time you spend doing the task compared with the time you spend on each of the other tasks of your present job. The importance column is for rating the tasks according to the importance they hold in accomplishing your job. The time spent and importance rating may not be the same.

3. Use a rating of "1" if you spend "very much below average" amount of time on a task. Use a rating of "2" for "below average" time; and so on, up to a rating of "7" if you spend "very much above average" amount of time on a task. The same rating will be used for the importance of the task. Use a rating of "1" if the task is of little importance, a rating of "2" if the task is below average in importance, and so on, up to a rating of "7".

4. Remember, you are to rate ONLY tasks that you have already checked in the first column of pages 1 through 29.

5. Place your rating, according to the 7-point scale, in the columns headed "Time Spent Doing These Tasks in Present Job" and "Importance".

6. When you have completed all your ratings of pages 1 through 29, you will have completed the Job Inventory.

Eastern Kentucky University

Vocational Administrator Questionnaire

Purpose: The purpose of this questionnaire is to seek your assistance in providing information which will be valuable in validating this preliminary task booklet. The end result will be the identification of tasks to be used in the re-evaluation of present curricula and implementation of new instructional programs for vocational administrators at institutions of higher education.

Please fill in the following:

Name ____

Title ____

School ____

Highest Degree Held (Check One): (1) B.S.___ (2) M.S.____
(3) M.A.___ (4) M.Ed.___ (5) Ed.S.___ (6) Other__________

Graduate Major____________________Year of Graduation 19__

Institution which awarded degree_______________________

Undergraduate Major_______________Year of Graduation 19__
Minor(s)[if any]__________________________________

Institution which awarded degree_______________________

Administrative Experience:

1. 1 to 3 years______
2. 4 to 7 years______
3. 8 to 11 years_____
4. 12 to 15 years______
5. 16 to 19 years______
6. 20 and over_________

Related Work Experience:

1. 1 to 3 years_____
2. 4 to 7 years_____
3. 8 to 11 years_____
4. 12 to 15 years______
5. 16 to 19 years______
6. 20 and over_________

Please list type of work experience_________________________

____

Teaching Experience:

1. 1 to 3 years_____
2. 4 to 7 years_____
3. 8 to 11 years_____
4. 12 to 15 years______
5. 16 to 19 years______
6. 20 and over_________

Type of Teaching Experience:

1. Elementary______
2. Secondary_______
3. Vocational______
4. Other___________

Years in Present Position:

1. 1 to 3 years_____
2. 4 to 7 years_____
3. 8 to 11 years_____
4. 12 to 15 years______
5. 16 to 19 years______
6. 20 and over_________

JOB INVENTORY (DUTY-TASK LIST)		Page 1 of 29 Pages

1. Check tasks you perform now (√).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (√) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE
2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

I. PROGRAM PLANNING & IMPLEMENTATION	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
A. Occupational Program Planning			
1. Assist in or prepare a short-range and a long-range program plan for vocational education in the school.			
2. Assist in or determine the occupations for which training is to be offered in the vocational program.			
3. Analyze long-range course needs for the vocational program.			
4. Assist in or identify the competencies needed for entry into an occupation.			
5. Secure assistance from staff members in the preparation of the local plan.			
6. Submit a proposed program plan to the local administration based upon the results of a vocational education survey.			
7. Analyze job market, student interests, initial cost, and ongoing cost related to existing or proposed specialized vocational programs.			
8. Assist in or write general objectives for a vocational education program.			
9. Determine manpower implications for vocational education.			
10. Verbalize the economic implications for vocational education.			
11. Secure the services of Federal and State agencies for program development.			
12. Assist in or identify employment trends at the local, state, regional, and national level.			
13. Identify changes in technology and equipment in industry relating to existing vocational programs.			
14. Design relevant programs and courses that are reflective of constantly changing occupations.			

JOB INVENTORY (DUTY-TASK LIST)		Page 2 of 29 Pages

1. Check tasks you perform now (√).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (√) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE
2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

I. PROGRAM PLANNING & IMPLEMENTATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
A. Occupational Program Planning (Continued)			
15. Provide leadership in the identification of the vocational education purposes and how they relate to the objectives of the institution.			
16. Assist in or develop programs geared to the disadvantaged and special needs student.			
17. Assist in or develop and present a program to prospective students and the community which explains the vocational program available to them.			
18. Apply the knowledge of state and federal legislation and its impact upon program planning.			
19. Prepare course descriptions and programs for the school catalog.			
20. Help establish prerequisites and basic requirements for entrance into certain courses.			
21. Maintain industrial contacts to anticipate training needs.			
22. Help formulate policy concerning vocational education in your school.			
23. Develop manuals and handbooks of policies, regulations, standards and procedures.			
24. Establish procedures to accomplish goals.			
25. Determine priorities.			
26. Establish standards for the vocational school.			
27. Establish maximum class size.			

JOB INVENTORY (DUTY-TASK LIST)		Page 3 of 29 Pages

1. Check tasks you perform now (✓).
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TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE
2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

I. PROGRAM PLANNING & IMPLEMENTATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
B. External Resources and Planning			
1. Enlist the aid of state employment office personnel, key figures in business and industry, state staff, and teacher-training institutions for program planning purposes.			
2. Assist in or consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.			
3. Identify the role and function of advisory committees and orient the committee to that role and function.			
4. Obtain school board authorization for organizing a steering committee.			
5. Establish the criteria for and select advisory committee members.			
6. Analyze employment figures.			
7. Use data processing information to forecast manpower needs.			
8. Assist in or plan CETA and other special federal programs.			
9. Analyze business and industrial influences and trends.			
10. Use the laws of supply and demand in determining programs.			
11. Utilize community and/or local resources.			
12. Assist in or prepare catalogs and brochures to promote vocational education course offerings.			
13. Furnish book store with list of books needed for instructional purposes.			
14. Supervise building construction and/or remodeling.			

JOB INVENTORY
(DUTY-TASK LIST)

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TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE	4 - ABOUT AVERAGE	7 - VERY MUCH ABOVE AVERAGE
2 - BELOW AVERAGE	5 - SLIGHTLY ABOVE AVERAGE	
3 - SLIGHTLY BELOW AVERAGE	6 - ABOVE AVERAGE	

I. PROGRAM PLANNING & IMPLEMENTATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
C. Analyzing Operational Programs			
1. Develop a procedure for keeping all staff members informed about all vocational programs and courses.			
2. Provide leadership for redesigning programs and courses.			
3. Schedule staff and facilities for maximum program utilization.			
4. Seek agreements with community sources for providing additional program opportunities.			
5. Evaluate alternative instructional avenues in terms of benefit vs. cost.			
6. Build flexibility into the vocational schedule so that students can change their level of training if justified.			
7. Identify specific legal limitations affecting vocational students in hazardous occupations.			
8. Analyze current and projected instructional needs.			
9. Evaluate the progress of the vocational program for direction in future planning.			
10. Explain vocational education policy and procedure to administration and staff.			
11. Assist in or evaluate courses of study, course outlines, and other instructional materials.			
12. Assist in or evaluate courses in terms of objectives, laws, state plan, and other standards.			
13. Recommend to or discontinue and/or improve one or more programs based on changing manpower needs.			

JOB INVENTORY (DUTY-TASK LIST)		Page 5 of 29 Pages

1. Check tasks you perform now (√).
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TIME SPENT AND IMPORTANCE SCALE

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2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

I. PROGRAM PLANNING & IMPLEMENTATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
D. Improving Instruction and Curriculum			
1. Assess program direction in light of criteria provided through organizational patterns at the state and federal level.			
2. Involve employers and labor representatives when evaluating vocational courses and programs.			
3. Involve students, staff members, administrators and outside agencies in the evaluation of the vocational program.			
4. Assist in or develop and implement a procedure for evaluating the total vocational program.			
5. Plan for future curriculum development.			
6. Consult with key industrial and labor representatives for direction in curriculum development.			
7. Utilize advisory committees to periodically analyze curricula to insure that they are up to date and serving the needs of industry.			
8. Evaluate personnel in terms of objectives, laws, state plan, and other standards.			
9. Recommend termination of employment for vocational instructors.			

JOB INVENTORY (DUTY-TASK LIST)		Page 6 of 29 Pages

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TIME SPENT AND IMPORTANCE SCALE

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4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

II. STAFF RECRUITMENT	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
A. Writing Job Descriptions			
1. Determine sources from which applications may be received, i.e., colleges and universities.			
2. Determine alternate sources of employees such as neighboring schools and industry.			
3. Contact college and university placement offices in procuring staff members.			
4. Contact the state employment service in procuring new staff members.			
5. Write job descriptions for supervising staff members.			
6. Write job descriptions for teaching staff members.			
7. Write job descriptions for non-instructional staff members.			
B. Analyzing Applicant Credentials			
1. Determine which person can meet present instructional needs.			
2. Predict candidate ability to meet future instructional needs.			
3. Assess or predict the stability of the candidate and the likelihood of providing stability to the staff.			
C. Interviewing Candidates.			
1. Determine an applicant's perception of his role as an instructor.			
2. Depict the instructional responsibility of an open position.			
3. Assess an applicant's attitude toward himself during the interviewing.			

JOB INVENTORY (DUTY-TASK LIST)		Page 7 of 29 Pages

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TIME SPENT AND IMPORTANCE SCALE

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4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

II. STAFF RECRUITMENT (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
C. Interviewing Candidates (Continued)			
4. Evaluate the feeling of the applicant about the importance of the position he seeks.			
5. Interview and recommend job applicants.			
6. Operate a planned teacher recruitment program.			
D. Choosing Staff Members			
1. Choose the job applicant whose temperament, academic preparation, and professional attitude best suit the position open.			
2. Hire paraprofessional staff members.			
3. Be responsible for selecting teaching staff and make recommendations for their employment to the higher echelon administration.			

JOB INVENTORY (DUTY-TASK LIST)		Page 8 of 29 Pages

1. Check tasks you perform now (✓).
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TIME SPENT AND IMPORTANCE SCALE

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4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

III. PERSONNEL DEVELOPMENT AND MANAGEMENT	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
A. New Staff Orientation			
1. Administer a pre-service teacher-training program.			
2. Help new staff members acclimate themselves to the job and the community, especially the first few days.			
3. Assist new staff members to understand the policies and regulations of the institution.			
4. Train new staff.			
B. Staff In-Service			
1. Provide in-service training to serve individual needs of those being trained.			
2. Develop and implement an in-service program for all staff members with special activities for beginning teachers.			
3. Promote among staff members the desire for constructive interrelationships with students.			
4. Encourage staff members to pursue academic and work experience to develop or up-date skills.			
5. Explain to staff members in an objective manner where they are most qualified and where they are most lacking.			
6. Plan with staff members for their continued professional growth through specific academic and non-academic experiences.			
7. Maintain a planned in-service training program.			

JOB INVENTORY (DUTY-TASK LIST)		Page 9 of 29 Pages

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TIME SPENT AND IMPORTANCE SCALE

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5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

III. PERSONNEL DEVELOPMENT AND MANAGEMENT (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
B. Staff In-Service (Continued)			
8. Give individual assistance to faculty on in-service training problems.			
9. Encourage staff members to develop new instructional methods.			
10. Provide opportunities for faculty members to participate in policy making.			
11. Assist substitute teachers in carrying out assignments.			
12. Exchange information with subordinates.			
13. Seek cooperation of the departments or areas.			
C. Organizational Climate			
1. Identify factors which provide staff members with job satisfaction and dissatisfaction.			
2. State legal requirements for dismissal or failure to grant tenure to a staff member.			
3. Inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal.			
4. Inform a person who is not to be rehired specific, concrete reasons for his dismissal.			
5. Criticize a staff member without stripping him of his dignity.			
6. Supply another hiring official an objective account of your reasons for dismissing a former staff member if that official contacts you.			
7. Determine staff members' interests before establishing an in-service training program.			

JOB INVENTORY (DUTY-TASK LIST)		Page 10 of 29 Pages

1. Check tasks you perform now (√).
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TIME SPENT AND IMPORTANCE SCALE

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2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

III. PERSONNEL DEVELOPMENT AND MANAGEMENT (continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
C. Organizational Climate (Continued)			
8. Maintain staff morale particularly when there is disagreement among staff members concerning one or more aspects of the existing program of new programs being proposed.			
9. Foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.			
10. Create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike, and do not represent shortcomings but a desire to learn.			
11. Explain the position(s) of administrative bodies to staff members who resent or disagree with the position(s) taken.			
12. Evaluate existing staff.			
13. Confer frequently with staff on plans, methods, and problems.			
14. Relay administrative information to staff.			
15. Instruct employees on policies and procedures			
16. Cooperate with other administrators to help integrate the school programs.			
17. Advise student organizations.			
18. Ensure that employees comply with their assignments.			
19. Recommend salary increases for the vocational education staff.			

JOB INVENTORY (DUTY-TASK LIST)		Page 11 of 29 Pages

1. Check tasks you perform now (√).
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TIME SPENT AND IMPORTANCE SCALE

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2 - BELOW AVERAGE	5 - SLIGHTLY ABOVE AVERAGE	
3 - SLIGHTLY BELOW AVERAGE	6 - ABOVE AVERAGE	

IV. PROGRAM OPERATION	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
A. Scheduling Staff			
1. Identify methods of securing assistance from your staff in problems arising in program operation.			
2. Provide a safe, healthful environment which is conducive to staff members work.			
3. Assist in or balance work loads of staff members.			
4. Coordinate or utilize effective scheduling of staff members and facilities to afford maximum benefits.			
5. Meet with guidance people in regard to the selection of students.			
6. Assign teaching duties and determine teaching loads.			
7. Prepare class schedules of vocational faculty.			
8. Prepare class schedules of vocational students.			
B. Student Teachers			
1. Assist supervising teachers in interpreting policies and regulations of the institution to student teachers.			
2. Evaluate classroom instruction based on stated goals within the framework of the philosophy and goals of the institution.			
3. Identify performance standards for each task in an occupation to the staff members training students for that occupation.			

JOB INVENTORY (DUTY-TASK LIST)		Page 12 of 29 Pages

1. Check tasks you perform now (√).
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TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE
2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

IV. PROGRAM OPERATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
B. Student Teachers (Continued)			
4. Supervise or assign student teachers.			
C. Advisory or Craft Committees			
1. Enlist the aid of the advisory committee for long-range program planning purposes.			
2. Recruit businessmen, professionals, and technicians as resource persons for vocational classes.			
3. Establish working relationships with advisory committee members.			
4. Supervise the advisory committee in conducting a vocational education survey.			
5. Indicate resource persons who can provide consultation service to the advisory committee.			
6. Communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.			
7. Collect occupational data from employers to identify vocational education needs.			
8. Encourage advisory committee members to elect their own chairman.			
9. Arrange secretarial help for advisory committee meeting.			
10. Utilize advisory or craft committees to make recommendations on both instructional materials and equipment.			
11. Participate in curriculum advisory committees.			

JOB INVENTORY (DUTY-TASK LIST)		Page 13 of 29 Pages

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TIME SPENT AND IMPORTANCE SCALE

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4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

IV. PROGRAM OPERATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
C. Advisory or Craft Committees (Continued)			
12. Organize vocational advisory or craft and steering committees.			
13. Involve advisory or craft committee members in student selection and placement.			
14. Encourage faculty members to actively participate on advisory or craft committees.			
15. Recommend appointments of advisory committee members to the president or superintendent and/or the governing board.			
16. Present curricula and courses of study to advisory committees for review.			
D. Data Collection and Results			
1. Organize reports into a concise form so that only the data related to the subject of the report is printed.			
2. Accumulate data of vocational reports required by the state department of education.			
3. Obtain administrative approval for a vocational education survey.			
4. Design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.			
5. Plan, organize, and participate in local labor market surveys to ascertain manpower training needs.			
6. Conduct educational research in the vocational education area.			

JOB INVENTORY (DUTY-TASK LIST)		Page 14 of 29 Pages

1. Check tasks you perform now (√).
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TIME SPENT AND IMPORTANCE SCALE

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4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

IV. PROGRAM OPERATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
D. Data Collection and Results (Continued)			
7. Analyze charts and graphs.			
8. Determine appropriate action to take based upon data processing information.			
9. Analyze information provided by data processing.			
10. Provide information to be submitted to data processing.			
E. Work Place Safety			
1. Develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.			
2. Adapt existing instructional programs to students with special needs.			
3. Establish policy on accidents.			
4. Insure preventative maintenance of equipment and fixtures.			
5. Maintain a continuous safety program.			
F. Curriculum/Time Evaluation			
1. Evaluate content and time allotted for present courses and/programs.			
2. Organize faculty curriculum committees.			
3. Participate in developing curriculum policy.			

JOB INVENTORY (DUTY-TASK LIST)		Page 15 of 29 Pages

1. Check tasks you perform now (√).
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TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE	4 - ABOUT AVERAGE	7 - VERY MUCH ABOVE AVERAGE
2 - BELOW AVERAGE	5 - SLIGHTLY ABOVE AVERAGE	
3 - SLIGHTLY BELOW AVERAGE	6 - ABOVE AVERAGE	

IV. PROGRAM OPERATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
G. Supervisory Functions			
1. Identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.			
2. Incorporate controversial issues when making a decision on one particular issue.			
3. Utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.			
4. Establish an effective chain of command with a responsible supervisor at each level.			
5. Keep staff members clearly informed as to what is expected of them.			
6. Inform staff members of the accepted methods to be used in the resolution of grievances.			
7. Settle grievances quickly after listening to all issues and positions.			
8. Secure maximum performance from staff members.			
9. Assist staff members in defining goals, tasks, and purposes of new programs as well as developing new approaches to instruction (team teaching, modular scheduling, etc.)			
10. Adopt ideas to improve performance.			
11. Administer policies.			
12. Present the vocational education budget to the school's governing board for approval.			
13. Serve on the faculty welfare and salary committee.			
14. Discipline subordinates.			

JOB INVENTORY (DUTY-TASK LIST)		Page 16 of 29 Pages

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TIME SPENT AND IMPORTANCE SCALE

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2 - BELOW AVERAGE	5 - SLIGHTLY ABOVE AVERAGE	
3 - SLIGHTLY BELOW AVERAGE	6 - ABOVE AVERAGE	

IV. PROGRAM OPERATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
G. Supervisory Functions (Continued)			
15. Motivate employees.			
16. Handle employee complaints.			
17. Supervise employees.			
18. Recommend discharge of employees.			
19. Evaluate employees progress.			
20. Maintain employee records.			
21. Plan and conduct general faculty meetings.			
22. Plan and conduct supervisory staff meetings.			
23. Participate in developing standards for the selection of students.			
24. Recommend books to the librarian to meet the needs of vocational education.			
25. Keep superiors informed.			
26. Arrange meetings.			
27. Interpret school policies to students.			
28. Maintain inter-departmental communications through bulletins and memos.			
29. Evaluate proposals and suggestions.			
30. Recommend staff members for tenure.			
31. Administer the evening vocational education program.			

JOB INVENTORY (DUTY-TASK LIST)		Page 17 of 29 Pages

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6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

IV. PROGRAM OPERATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
G. Supervisory Functions (Continued)			
32. Administer the day vocational education program.			
33. Serve on the institution's committees, councils, or boards.			
34. Keep informed on instructional activities.			
35. Handle student complaints.			
H. Occupational Program Follow-Up			
1. Appraise the value of general education to vocational students.			
2. Appraise the value of various testing methods as a basis for counseling students.			
3. Evaluate programs on the basis of the progression of student behavior toward established goals.			
4. Determine the reasons students drop out of the vocational program			
5. Determine the need for follow-up questionnaires.			
6. Devise a system for continual follow-up information on the placement, employment and training status of each graduate of the vocational program.			
7. Motivate staff members to provide information to prospective students for all vocational offerings.			
8. Work with guidance personnel to develop occupational information describing local and national opportunities.			

JOB INVENTORY (DUTY-TASK LIST)		Page 18 of 29 Pages

1. Check tasks you perform now (√).
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TIME SPENT AND IMPORTANCE SCALE

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4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

IV. PROGRAM OPERATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
H. Occupational Program Follow-Up (Continued)			
9. Suggest to teacher-coordinators methods of improving in-school and on-the-job cooperative vocational education instruction.			
10. Interpret the role of guidance, counseling, and placement in vocational education.			
11. Provide data from follow-up studies to staff.			
12. Evaluate instructional methods.			
13. Check records maintained by staff and suggest improvements.			
14. Analyze follow-up data on both graduates and drop-outs to implement improvements in the vocational education program.			
15. Ascertain or maintain an organized follow-up program on students who have either dropped out or graduated from the program.			
16. Administer vocational guidance programs.			
I. Management Style Development			
1. Define background information concerning controversial issues which require decisions.			
2. Interpret and apply federal legislation related to vocational education.			
3. Correlate job market, student interest, initial cost and on-going cost related to existing or proposed specialized vocational programs within the vocational education program.			

JOB INVENTORY (DUTY-TASK LIST)		Page 19 of 29 Pages

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6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

IV. PROGRAM OPERATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
I. Management Style Development (Continued)			
4. Delegate authority to units or individuals nearest the point where the action takes place.			
5. Perceive evaluation of the program as the responsibility of students, staff members, administrators and outside agencies.			
6. Express and demonstrate a philosophy consistent with the objectives of vocational education.			
7. Realize when he has made a mistake and profit from the experience.			
8. Examine controversial positions, make a decision and justify the position taken.			
9. Maintain ethical standards expected of a professional educator.			
10. Devise a plan for survey staff to follow in conducting a vocational education survey.			
11. Cooperate with fellow administrators in education planning and decision making at the local level.			
12. Select the most appropriate system or procedure for each problem with which he is faced.			
13. Encourage staff to participate in action research with the classes that they are teaching.			
14. Select themes for displays.			
15. Handle student discipline problems.			
16. Assign work to be done by others.			
17. Determine responsibilities of employees.			
18. Read school memorandums and reports.			

JOB INVENTORY (DUTY-TASK LIST)		Page 20 of 29 Pages

1. Check tasks you perform now (√).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (√) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE	4 - ABOUT AVERAGE	7 - VERY MUCH ABOVE AVERAGE
2 - BELOW AVERAGE	5 - SLIGHTLY ABOVE AVERAGE	
3 - SLIGHTLY BELOW AVERAGE	6 - ABOVE AVERAGE	

IV. PROGRAM OPERATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
I. Management Style Development (Continued)			
19. Write supervisory and administrative bulletins.			
20. Provide monthly reports of vocational education to superordinate administrators.			
21. Attend administrative staff meetings regularly.			
22. Attend governing board meetings regularly.			
23. Make reports concerning the vocational program at the school's governing board meetings.			
24. Collect information and prepare reports.			
25. Submit annual statistical reports on programs and expenditures to superordinate administrators.			
26. Read trade and professional publications.			
27. Attend local and state professional meetings.			
28. Attend national professional meetings and conventions.			
29. Take an active part in fraternal organizations such as Phi Delta Kappa.			
J. Complying with Legislation			
1. Utilize state office personnel anytime their expertise can assist in any facet of the vocational program.			
2. Plan, schedule, execute and evaluate inservice training systematically.			

JOB INVENTORY (DUTY-TASK LIST)		Page 21 of 29 Pages

1. Check tasks you perform now (√).
2 Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (√) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE
2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

IV. PROGRAM OPERATION (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
J. Complying with Legislation (Continued)			
3. Cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.			
4. Maintain operating standards required or recommended by the state and national vocational education authority.			
5. Adhere to local, state, and federal laws.			
6. Evaluate facilities in terms of objectives, laws, state plan, and other standards.			
7. Consider federal and state regulatory law in decision making.			
8. Improve operations by use of innovations.			
9. Assess proposed legislation.			

JOB INVENTORY (DUTY-TASK LIST)		Page 22 of 29 Pages

1. Check tasks you perform now (√).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (√) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE	4 - ABOUT AVERAGE	7 - VERY MUCH ABOVE AVERAGE
2 - BELOW AVERAGE	5 - SLIGHTLY ABOVE AVERAGE	
3 - SLIGHTLY BELOW AVERAGE	6 - ABOVE AVERAGE	

V. MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
A. Facility and Equipment Budgeting			
1. Specify the long range facility, equipment, and supply needs for the vocational education program.			
2. Prepare a long-range budget which projects the financial needs of the total vocational education program.			
3. Plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.			
4. Prepare a capital outlay budget proposal for the total vocational program.			
5. Prepare budgets based on anticipated incomes from federal, state and local sources.			
6. File reimbursement claims with the Division of Vocational and Technical Education.			
7. Analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.			
8. Allow for flexibility in a budget for price changes, enrollment changes, and new products.			
9. Develop and implement a procedure for establishing priorities for the use of funds and other available resources.			
10. Verbalize and substantiate budgeting priorities, property and accountability decisions you have made to appropriate persons at any time.			
11. Maintain equipment inventories.			

JOB INVENTORY (DUTY-TASK LIST)		Page 23 of 29 Pages

1. Check tasks you perform now (√).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (√) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE
2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

V. MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
A. Facility and Equipment Budgeting (Continued)			
12. Initiate requests and budgets to federal and state authorities for funds.			
13. Determine appropriate quantities to order.			
14. Control the finances of a department or total school program.			
15. Analyze program costs.			
16. Keep proper payroll control.			
17. Obtain budget recommendations from each vocational staff member in the various departments for budget development.			
18. Determine expenses for a school year.			
19. Administer budget controls for all vocational department accounts.			
20. Request bids and estimates from suppliers before purchasing instructional supplies and equipment.			
21. Determine finances necessary to accomplish program objectives.			
22. Help plan salary schedules for the vocational education staff.			
23. Allocate funds by priority to various programs.			
24. Schedule inventories.			
25. Conduct a physical inventory.			
26. Administer total vocational education budget.			

JOB INVENTORY (DUTY-TASK LIST)		Page 24 of 29 Pages

1. Check tasks you perform now (√).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (√) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE	4 - ABOUT AVERAGE	7 - VERY MUCH ABOVE AVERAGE
2 - BELOW AVERAGE	5 - SLIGHTLY ABOVE AVERAGE	
3 - SLIGHTLY BELOW AVERAGE	6 - ABOVE AVERAGE	

V. MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
A. Facility and Equipment Budgeting (Continued)			
27. Develop policies for purchasing instruction budget.			
28. Control operating costs.			
29. Supply budget information to your immediate superior in the organization.			
B. Purchasing Equipment			
1. Identify financial requirements for purchasing needed equipment.			
2. Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.			
3. Identify various sources of securing needed equipment.			
4. Design a procedure for acquiring the supplies and equipment needed in each vocational course.			
5. Identify new tools and equipment needed for the vocational program during the current academic year.			
6. Select and procure instructional materials.			
7. Examine all incoming orders for accuracy.			
8. Check condition of supplies and equipment received.			
9. Requisition supplies, equipment, and/or fixtures.			

JOB INVENTORY (DUTY-TASK LIST)		Page 25 of 29 Pages

1. Check tasks you perform now (√).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (√) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE
2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

V. MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
C. Utilizing Physical Facilities			
1. Plan vocational laboratory layouts to gain maximum benefits from available space.			
2. Equip teaching stations to achieve the stated objectives for each program.			
3. Organize and administer vocational library.			
4. Establish rules and regulations concerning the use of equipment and facilities.			
5. Use training aids and equipment.			
6. Work closely with the architects and manufacturers in developing shop, laboratory, and classroom facilities.			
7. Develop educational specifications for building development.			
8. Plan and revise the vocational department's laboratory layout.			

JOB INVENTORY (DUTY-TASK LIST)		Page 26 of 29 Pages

1. Check tasks you perform now (✓).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (✓) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE	4 - ABOUT AVERAGE	7 - VERY MUCH ABOVE AVERAGE
2 - BELOW AVERAGE	5 - SLIGHTLY ABOVE AVERAGE	
3 - SLIGHTLY BELOW AVERAGE	6 - ABOVE AVERAGE	

VI. PUBLIC RELATIONS	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
A. Ascertaining Public Opinion			
1. Identify the make-up of the community before planning a program of school-community relations.			
2. Obtain informal feedback on the vocational program through contacts with individuals in the school and community.			
3. Evaluate the degree to which the objectives of the community relations program have been met.			
4. Ascertain and evaluate public opinion about vocational programs.			
5. Evaluate effectiveness of public relations program.			
B. Publicizing Occupational Programs.			
1. Speak to school and community groups about the vocational program.			
2. Publicize the establishment of the advisory committee, its members and its functions to the school and community.			
3. Communicate what is going on in business and industry to the school staff.			
4. Publicize the purposes and objectives of a vocational education survey.			
5. Use a variety of communication techniques on a carefully planned basis to influence public opinion.			

JOB INVENTORY (DUTY-TASK LIST)		Page 27 of 29 Pages

1. Check tasks you perform now (✓).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (✓) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE	4 - ABOUT AVERAGE	7 - VERY MUCH ABOVE AVERAGE
2 - BELOW AVERAGE	5 - SLIGHTLY ABOVE AVERAGE	
3 - SLIGHTLY BELOW AVERAGE	6 - ABOVE AVERAGE	

VI. PUBLIC RELATIONS (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
B. Publicizing Occupational Programs (Continued)			
6. Conduct public relations activities to reach external publics (merchants, businessmen, community organizations, professional organizations, etc.).			
7. Conduct public relations activities to reach internal publics (school administrators, teachers, guidance staff, and students).			
8. Write articles about newsworthy activities being carried on in the vocational program for the news media.			
9. Conduct an open house to familiarize members of the school and the community with activities of the vocational program.			
10. Provide brochures to acquaint the school and community with various aspects of the vocational program.			
11. Plan and schedule promotional and special events.			
12. Prepare information for public relations staff.			
13. Utilize advisory committees in promotional activities.			
14. Prepare articles for professional journals and periodicals.			
15. Appear periodically on radio and television programs to promote vocational education.			
16. Speak to major civic and professional organizations periodically.			

JOB INVENTORY (DUTY-TASK LIST)		Page 28 of 29 Pages

1. Check tasks you perform now (√).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (√) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE
2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

VI. PUBLIC RELATIONS (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
C. Working With the Community			
1. Identify ways staff members can achieve community involvement which will build better public relations for vocational education.			
2. Work with different racial and ethnic groups within the community.			
3. Describe to vocational education staff members how they can improve their image by productively participating in community, civic, service, or social organizations.			
4. Assist with community, business, and industry sponsored activities.			
5. Identify supportive community service groups.			
6. Plan public relations programs and schedules.			
7. Administer a continuous public relations program to interpret vocational education to the public.			
8. Actively participate and hold membership in civic organizations.			
9. Participate in high school career days and address senior classes.			
10. Act as host to all visitors to the school.			
11. Actively work with principals and counselors in the public schools in the areas that the community college or area vocational school serves.			
12. Assess socio-economic trends in the community.			
13. Administer an organized placement service for graduates of the program.			

JOB INVENTORY (DUTY-TASK LIST)		Page 29 of 29 Pages

1. Check tasks you perform now (✓).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (✓) task on time spent in your present job.

TIME SPENT AND IMPORTANCE SCALE

1 - VERY MUCH BELOW AVERAGE
2 - BELOW AVERAGE
3 - SLIGHTLY BELOW AVERAGE
4 - ABOUT AVERAGE
5 - SLIGHTLY ABOVE AVERAGE
6 - ABOVE AVERAGE
7 - VERY MUCH ABOVE AVERAGE

VI. PUBLIC RELATIONS (Continued)	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	Importance
C. Working with the Community (Continued)			
14. Work cooperatively with the local, state employment service in placing graduates.			
15. Use on-the-job training methods.			
16. Administer a planned student recruitment program.			
17. Keep the local state employment service personnel informed on course offerings and entrance.			

APPENDIX C

A PARTIAL GUIDE FOR CONSTRUCTING A STUDENT FOLLOW-UP INSTRUMENT

PROGRAM OBJECTIVE: TO DEVELOP IN STUDENTS THE ABILITIES NEEDED TO OBTAIN FULL-TIME EMPLOYMENT IN THE OCCUPATIONS OF THEIR CHOICE.

Criterion Question

To what extent were students successful in obtaining full-time employment in the occupation of their choice?

1. How many full-time jobs have you had since leaving high school?
    - ____ 1.1 None
    - ____ 1.2 One
    - ____ 1.3 Two
    - ____ 1.4 Three or more
2. How long after graduation did it take until you obtained full-time employment?
    - ____ 2.1 Began prior to graduation
    - ____ 2.2 Less than one week
    - ____ 2.3 One to two weeks
    - ____ 2.4 Three to four weeks
    - ____ 2.5 Five to eight weeks
    - ____ 2.6 Nine to 16 weeks
    - ____ 2.7 Seventeen to 24 weeks
    - ____ 2.8 More than 24 weeks
    - ____ 2.9 No full-time job
3. Following graduation, were you able to obtain full-time employment as soon as you expected?
    - ____ 3.1 Yes
    - ____ 3.2 No
4. If it took longer than you expected to find a full-time job, which one of the following reasons best describes what you think was the most important reason?
    - ____ 4.1 No jobs available in the community
    - ____ 4.2 Wasn't interested in the jobs available
    - ____ 4.3 Parents wanted me to stay at home
    - ____ 4.4 Lacked skills or other qualifications for the jobs available
    - ____ 4.5 Was too young
    - ____ 4.6 Got married
    - ____ 4.7 Went to college
5. Title of your first full-time job: ________________________________
6. Were you self-employed?
    - ____ 6.1 Yes
    - ____ 6.2 No
7. Fill in the location of your first full-time employment:

    ____

    City County State
8. In taking your first full-time job, which one of the following was most important to you?
    - ____ 8.1 Earn money to go to school
    - ____ 8.2 Working conditions
    - ____ 8.3 Job security
    - ____ 8.4 Importance of work
    - ____ 8.5 Opportunity for promotion
    - ____ 8.6 Serving others
    - ____ 8.7 Personal interest
    - ____ 8.8 Salary
    - ____ 8.9 Other (specify) ____

9. How well did your high school vocational course prepare you for your first job?
____ 9.1 Exceptionally well-prepared
____ 9.2 On the whole, well-prepared
____ 9.3 On the whole, not too well-prepared
____ 9.4 Very poorly prepared

10. Why didn't or couldn't you get your first full-time job in the field you studied?
____ 10.1 Tried, but couldn't find job
____ 10.2 Couldn't get into apprentice program
____ 10.3 Better type job came along first
____ 10.4 Didn't want that type of work
____ 10.5 Instructor advised against it
____ 10.6 Other reason: (Explain) ______________________________

11. If you left your first full-time job what was the primary reason for your leaving the job?
____ 11.1 Laid off (lack of work)
____ 11.2 Laid off (other reason)
____ 11.3 Quit (wanted more money)
____ 11.4 Quit (disliked type of work)
____ 11.5 Quit (disliked work conditions
____ 11.6 Quit (no future in it)
____ 11.7 Quit (no other reason)

PROGRAM OBJECTIVE: TO PROVIDE STUDENTS AN EDUCATION PROGRAM WHICH WILL RESULT IN A CAREER THAT IS SATISFACTORY TO THE FORMER STUDENT

Criterion Question

To what extent did former students receive an adequate vocational education during their high school years?

1. Considering all of your occupational experiences since leaving high school, how well do you feel your high school prepared you?
____ 1.1 Well prepared
____ 1.2 Satisfactorily prepared
____ 1.3 Inadequately prepared

2. If vocational programs in the following areas had been available in your high school, which one do you now think you should have taken?
____ 2.1 Office occupations such as clerical, stenographic, and others
____ 2.2 Retailing or sales occupations
____ 2.3 Food sales and service occupations
____ 2.4 Health occupations such as nurse aide
____ 2.5 Conservation, forestry, or agricultural occupations
____ 2.6 Industrial mechanic, metal-related occupations

3. Please rate your former school frankly on the listed items
Poor --- 1
Fair --- 2
Good --- 3
Excellent ------------------------------------- 4

	4	3	2	1
3.1 Quality vocational instruction	____	____	____	____
3.2 Quality academic instruction	____	____	____	____
3.3 Physical condition of school	____	____	____	____

Poor ---
Fair ---
Good --
Excellent ------------------------------------

		4	3	2	1
3.4	Physical condition of shop/labs	____	____	____	____
3.5	Teacher interest in students	____	____	____	____
3.6	Student guidance/counseling	____	____	____	____
3.7	Job placement of graduates	____	____	____	____
3.8	Reputation in community	____	____	____	____

4. To what extent did the school prepare you to work with your supervisors, co-workers, and subordinates?
   ____ 4.1 Excellent preparation
   ____ 4.2 Adequate preparation
   ____ 4.3 Some preparation
   ____ 4.4 Little preparation
   ____ 4.5 No preparation

PROGRAM OBJECTIVE: TO PROVIDE A PROGRAM WHICH WILL PREPARE STUDENTS SO THAT THEY CAN SECURE AND MAKE SATISFACTORY PROGRESS ON THE JOB.

Criterion Question

Are former students satisfied with their job and the progress they are making?

1. What is your present job title? ________________________________
2. How well do you like your present job?
   ____ 2.1 Like
   ____ 2.2 Neither like nor dislike
   ____ 2.3 Dislike
3. How long do you plan to stay in your present type of work?
   ____ 3.1 I plan to make it a career
   ____ 3.2 Presently, I have no plans to change
   ____ 3.3 Probably a few years
   ____ 3.4 I want to change soon
4. How much of the time are you satisfied with your job?
   ____ 4.1 Most of the time
   ____ 4.2 A good deal of the time
   ____ 4.3 About half of the time
   ____ 4.4 Occasionally
   ____ 4.5 Seldom
5. How do you feel about changing your job?
   ____ 5.1 I would quit this job if I had anything else to do.
   ____ 5.2 I would take almost any other job in which I could earn as much as I am earning here.
   ____ 5.3 This job is as good as the average, and I would just as soon have it as any other for the same money.
   ____ 5.4 I am not eager to change jobs but would do so if I could make more money.
   ____ 5.5 I do not want to change jobs even for money because this is a good one.

6. In regard to your high school preparation for your present job, do you feel you were:
   ____ 6.1 Well prepared
   ____ 6.2 Satisfactorily prepared
   ____ 6.3 Inadequately prepared
7. What was your starting pay (before deductions) on your first full-time job after leaving school?
   ____ 7.1 Under $50 per week
   ____ 7.2 $51 - $75 per week
   ____ 7.3 $76 - $100 per week
   ____ 7.4 $101-$125 per week
   ____ 7.5 $126 and over per week
8. What is your pay (before deductions) on your present job?
   ____ 8.1 Under $50 per week
   ____ 8.2 $51 - $75 per week
   ____ 8.3 $76 - $100 per week
   ____ 8.4 $101 - $125 per week
   ____ 8.5 $126 - $150 per week
   ____ 8.6 $151 - $175 per week
   ____ 8.7 $176 and over per week

PROGRAM OBJECTIVE: TO PROVIDE A VOCATIONAL EDUCATION CURRICULUM WHICH MEETS THE NEEDS OF THE LABOR MARKET AREA.

Criterion Question

Has the vocational education curriculum reflected local labor market needs as indicated by placements?

1. If you have moved from the community where you lived when you left high school, about how long after you left high school did you move?
   ____ 1.1 Have not moved
   ____ 1.2 Within one month
   ____ 1.3 Two to six months
   ____ 1.4 Seven to twelve months
   ____ 1.5 More than twelve months
2. If you moved from the community where you lived when you left high school, why did you move? (Check the major reason)
   ____ 2.1 To take a job
   ____ 2.2 To seek a job
   ____ 2.3 Parents moved
   ____ 2.4 Got married
   ____ 2.5 Military service
   ____ 2.6 Go to school

PROGRAM OBJECTIVE: TO INSTILL IN STUDENTS THE REALIZATION OF THE NEED TO CONTINUE THEIR EDUCATION.

Criterion Question

To what extent have former students been involved in, or desired educational experiences after leaving high school?

1. What college, university, or schools have you attended since high school?
   ____ 1.1 None
   ____ 1.2 Community college or junior college

____ 1.3 Four-year college or university
____ 1.4 Military services
____ 1.5 Trade or business school (public or private)
____ 1.6 Correspondence courses
____ 1.7 Area vocational schools
____ 1.8 Company course or school
____ 1.9 Adult classes
____ 1.10 Apprenticeship program

2. If, since leaving high school you have attended, or are now enrolled at a school, check your field of study.

____ 2.1 Agricultural Occupations
____ 2.2 Distributive Occupations
____ 2.3 Health Occupations
____ 2.4 Home Economics Occupations
____ 2.5 Business/Office Occupations
____ 2.6 Technical/Technician Occupations
____ 2.7 Trade/Industrial Occupations

What was (is) your specific course of study? ____________

3. Did you successfully complete the program?

____ 3.1 Yes
____ 3.2 No

If not, please check the major reason for not completing the program.

____ 3.3 Had a job offer
____ 3.4 Was not satisfied with the progress I was making
____ 3.5 Had no friends working at a similar kind of job
____ 3.6 Job placement of the school's graduates was poor

4. Are you interested in obtaining more occupational training?

____ 4.1 No
____ 4.2 Yes

If so, in what area?

____ 4.3 Agricultural Occupations
____ 4.4 Distributive Occupations
____ 4.5 Health Occupations
____ 4.6 Home Economics Occupations
____ 4.7 Office/Business Occupations
____ 4.8 Technical/Technician Occupations
____ 4.9 Trade/Industrial Occupations

APPENDIX E

FOLLOW-UP OF VOCATIONAL-TECHNICAL STUDENTS IN NORTH CAROLINA*
(Employer's Form)

MR. EMPLOYER: You can render a vital service to public school education in North Carolina by answering a few questions concerning the following employee:

1. Is ______________________ an employee of yours?
____ Yes ____ No
If no--
   a. Was this person ever employed by you? Yes ____ No ____
   b. For how long? ______ (No. of months)
   c. Reason for leaving your employ? _____ ____________________________________
   d. Name and address of his current employer (if known). __________________________ ____

2. When interviewing this person, were you aware that he had received training in a vocational or technical training program? Yes ____ No ____

3. How much did this person's vocational or technical training influence your decision to hire him? Very much ____; Much ____; Some ____; Little ____; None ____.

4. Check any of the following inadequacies you noted about the person when he applied for the job.
____did not make a favorable first impression
____lacked essential communication skills
____was improperly dressed
____lacked a positive attitude about the job, working in general, etc.
____lacked performance skills essential for the job
____lacked experience required for the job
____lacked maturity
____others (please specify) ____
____noted no inadequacies

(If you do not personally supervise this employee, ask the person who does to assist you in completing questions 5 and 6.

5. To what extent did the person demonstrate the following traits when he was first employed by your company?

	Very much	Much	Some	Little	None
a. Demonstrated the skills and abilities needed for the job	________	____	____	______	____
b. Demonstrated positive attitudes toward the job	________	____	____	______	____

	Very much	Much	Some	Little	None
c. Demonstrated ability to work with minimum supervision	______	____	____	______	____
d. Demonstrated problem-solving abilities	______	____	____	______	____
e. Demonstrated cooperative working relationships	______	____	____	______	____

6. To what extent has this person progressed in competency in the following traits since becoming an employee of your company?

	Very much	Much	Some	Little	None
a. Progressed in essential skills and abilities	______	____	____	______	____
b. Progressed in attitude toward the job	______	____	____	______	____
c. Progressed in ability to work with minimum supervision	______	____	____	______	____
d. Progressed in problem-solving abilities	______	____	____	______	____
e. Progressed in cooperative working relationships with other employees	______	____	____	______	____

7. Name of Firm ____

8. Address ____

YOUR PROMPTNESS IN RETURNING THIS QUESTIONNAIRE IS IMPORTANT!

THANK YOU FOR YOUR HELP

Return to: Research Coordinating Unit
Box 5312
Raleigh, N.C. 27607

APPENDIX C

A PARTIAL GUIDE FOR CONSTRUCTING A STUDENT FOLLOW-UP INSTRUMENT

PROGRAM OBJECTIVE: TO DEVELOP IN STUDENTS THE ABILITIES NEEDED TO OBTAIN FULL-TIME EMPLOYMENT IN THE OCCUPATIONS OF THEIR CHOICE.

Criterion Question

To what extent were students successful in obtaining full-time employment in the occupation of their choice?

1. How many full-time jobs have you had since leaving high school?
   ____ 1.1 None
   ____ 1.2 One
   ____ 1.3 Two
   ____ 1.4 Three or more
2. How long after graduation did it take until you obtained full-time employment?
   ____ 2.1 Began prior to graduation
   ____ 2.2 Less than one week
   ____ 2.3 One to two weeks
   ____ 2.4 Three to four weeks
   ____ 2.5 Five to eight weeks
   ____ 2.6 Nine to 16 weeks
   ____ 2.7 Seventeen to 24 weeks
   ____ 2.8 More than 24 weeks
   ____ 2.9 No full-time job
3. Following graduation, were you able to obtain full-time employment as soon as you expected?
   ____ 3.1 Yes
   ____ 3.2 No
4. If it took longer than you expected to find a full-time job, which one of the following reasons best describes what you think was the most important reason?
   ____ 4.1 No jobs available in the community
   ____ 4.2 Wasn't interested in the jobs available
   ____ 4.3 Parents wanted me to stay at home
   ____ 4.4 Lacked skills or other qualifications for the jobs available
   ____ 4.5 Was too young
   ____ 4.6 Got married
   ____ 4.7 Went to college
5. Title of your first full-time job: ______________________________
6. Were you self-employed?
   ____ 6.1 Yes
   ____ 6.2 No
7. Fill in the location of your first full-time employment:
   ____
   City County State
8. In taking your first full-time job, which one of the following was most important to you?
   ____ 8.1 Earn money to go to school
   ____ 8.2 Working conditions
   ____ 8.3 Job security
   ____ 8.4 Importance of work
   ____ 8.5 Opportunity for promotion
   ____ 8.6 Serving others
   ____ 8.7 Personal interest
   ____ 8.8 Salary
   ____ 8.9 Other (specify) ____

9. How well did your high school vocational course prepare you for your first job?
____ 9.1 Exceptionally well-prepared
____ 9.2 On the whole, well-prepared
____ 9.3 On the whole, not too well-prepared
____ 9.4 Very poorly prepared

10. Why didn't or couldn't you get your first full-time job in the field you studied?
____ 10.1 Tried, but couldn't find job
____ 10.2 Couldn't get into apprentice program
____ 10.3 Better type job came along first
____ 10.4 Didn't want that type of work
____ 10.5 Instructor advised against it
____ 10.6 Other reason: (Explain) ________________________________

11. If you left your first full-time job what was the primary reason for your leaving the job?
____ 11.1 Laid off (lack of work)
____ 11.2 Laid off (other reason)
____ 11.3 Quit (wanted more money)
____ 11.4 Quit (disliked type of work)
____ 11.5 Quit (disliked work conditi
____ 11.6 Quit (no future in it)
____ 11.7 Quit (no other reason)

PROGRAM OBJECTIVE: TO PROVIDE STUDENTS AN EDUCATION PROGRAM WHICH WILL RESULT IN A CAREER THAT IS SATISFACTORY TO THE FORMER STUDENT

Criterion Question

To what extent did former students receive an adequate vocational education during their high school years?

1. Considering all of your occupational experiences since leaving high school, how well do you feel your high school prepared you?
____ 1.1 Well prepared
____ 1.2 Satisfactorily prepared
____ 1.3 Inadequately prepared

2. If vocational programs in the following areas had been available in your high school, which one do you now think you should have taken?
____ 2.1 Office occupations such as clerical, stenographic, and others
____ 2.2 Retailing or sales occupations
____ 2.3 Food sales and service occupations
____ 2.4 Health occupations such as nurse aide
____ 2.5 Conservation, forestry, or agricultural occupations
____ 2.6 Industrial mechanic, metal-related occupations

3. Please rate your former school frankly on the listed items
Poor ---------- 1
Fair ---------- 2
Good ---------- 3
Excellent ---------- 4

		4	3	2	1
3.1	Quality vocational instruction	____	____	____	____
3.2	Quality academic instruction	____	____	____	____
3.3	Physical condition of school	____	____	____	____

Poor
Fair
Good
Excellent

		4	3	2	1
3.4	Physical condition of shop/labs	____	____	____	____
3.5	Teacher interest in students	____	____	____	____
3.6	Student guidance/counseling	____	____	____	____
3.7	Job placement of graduates	____	____	____	____
3.8	Reputation in community	____	____	____	____

4. To what extent did the school prepare you to work with your supervisors, co-workers, and subordinates?
    - ____ 4.1 Excellent preparation
    - ____ 4.2 Adequate preparation
    - ____ 4.3 Some preparation
    - ____ 4.4 Little preparation
    - ____ 4.5 No preparation

PROGRAM OBJECTIVE: TO PROVIDE A PROGRAM WHICH WILL PREPARE STUDENTS SO THAT THEY CAN SECURE AND MAKE SATISFACTORY PROGRESS ON THE JOB.

Criterion Question

Are former students satisfied with their job and the progress they are making?

1. What is your present job title? ______________________________
2. How well do you like your present job?
    - ____ 2.1 Like
    - ____ 2.2 Neither like nor dislike
    - ____ 2.3 Dislike
3. How long do you plan to stay in your present type of work?
    - ____ 3.1 I plan to make it a career
    - ____ 3.2 Presently, I have no plans to change
    - ____ 3.3 Probably a few years
    - ____ 3.4 I want to change soon
4. How much of the time are you satisfied with your job?
    - ____ 4.1 Most of the time
    - ____ 4.2 A good deal of the time
    - ____ 4.3 About half of the time
    - ____ 4.4 Occasionally
    - ____ 4.5 Seldom
5. How do you feel about changing your job?
    - ____ 5.1 I would quit this job if I had anything else to do.
    - ____ 5.2 I would take almost any other job in which I could earn as much as I am earning here.
    - ____ 5.3 This job is as good as the average, and I would just as soon have it as any other for the same money.
    - ____ 5.4 I am not eager to change jobs but would do so if I could make more money.
    - ____ 5.5 I do not want to change jobs even for money because this is a good one.

6. In regard to your high school preparation for your present job, do you feel you were:
   ____ 6.1 Well prepared
   ____ 6.2 Satisfactorily prepared
   ____ 6.3 Inadequately prepared
7. What was your starting pay (before deductions) on your first full-time job after leaving school?
   ____ 7.1 Under $50 per week
   ____ 7.2 $51 - $75 per week
   ____ 7.3 $76 - $100 per week
   ____ 7.4 $101-$125 per week
   ____ 7.5 $126 and over per week
8. What is your pay (before deductions) on your present job?
   ____ 8.1 Under $50 per week
   ____ 8.2 $51 - $75 per week
   ____ 8.3 $76 - $100 per week
   ____ 8.4 $101 - $125 per week
   ____ 8.5 $126 - $150 per week
   ____ 8.6 $151 - $175 per week
   ____ 8.7 $176 and over per week

PROGRAM OBJECTIVE: TO PROVIDE A VOCATIONAL EDUCATION CURRICULUM WHICH MEETS THE NEEDS OF THE LABOR MARKET AREA.

Criterion Question

Has the vocational education curriculum reflected local labor market needs as indicated by placements?

1. If you have moved from the community where you lived when you left high school, about how long after you left high school did you move?
   ____ 1.1 Have not moved
   ____ 1.2 Within one month
   ____ 1.3 Two to six months
   ____ 1.4 Seven to twelve months
   ____ 1.5 More than twelve months
2. If you moved from the community where you lived when you left high school, why did you move? (Check the major reason)
   ____ 2.1 To take a job
   ____ 2.2 To seek a job
   ____ 2.3 Parents moved
   ____ 2.4 Got married
   ____ 2.5 Military service
   ____ 2.6 Go to school

PROGRAM OBJECTIVE: TO INSTILL IN STUDENTS THE REALIZATION OF THE NEED TO CONTINUE THEIR EDUCATION.

Criterion Question

To what extent have former students been involved in, or desired educational experiences after leaving high school?

1. What college, university, or schools have you attended since high school?
   ____ 1.1 None
   ____ 1.2 Community college or junior college

____ 1.3 Four-year college or university
____ 1.4 Military services
____ 1.5 Trade or business school (public or private)
____ 1.6 Correspondence courses
____ 1.7 Area vocational schools
____ 1.8 Company course or school
____ 1.9 Adult classes
____ 1.10 Apprenticeship program

2. If, since leaving high school you have attended, or are now enrolled at a school, check your field of study.

____ 2.1 Agricultural Occupations
____ 2.2 Distributive Occupations
____ 2.3 Health Occupations
____ 2.4 Home Economics Occupations
____ 2.5 Business/Office Occupations
____ 2.6 Technical/Technician Occupations
____ 2.7 Trade/Industrial Occupations
What was (is) your specific course of study? ____________

3. Did you successfully complete the program?

____ 3.1 Yes
____ 3.2 No

If not, please check the major reason for not completing the program.

____ 3.3 Had a job offer
____ 3.4 Was not satisfied with the progress I was making
____ 3.5 Had no friends working at a similar kind of job
____ 3.6 Job placement of the school's graduates was poor

4. Are you interested in obtaining more occupational training?

____ 4.1 No
____ 4.2 Yes

If so, in what area?

____ 4.3 Agricultural Occupations
____ 4.4 Distributive Occupations
____ 4.5 Health Occupations
____ 4.6 Home Economics Occupations
____ 4.7 Office/Business Occupations
____ 4.8 Technical/Technician Occupations
____ 4.9 Trade/Industrial Occupations

APPENDIX E

FOLLOW-UP OF VOCATIONAL-TECHNICAL STUDENTS IN NORTH CAROLINA*
(Employer's Form)

MR. EMPLOYER: You can render a vital service to public school education in North Carolina by answering a few questions concerning the following employee:

1. Is ______________________ an employee of yours?
   ____ Yes ____ No
   If no--
   a. Was this person ever employed by you? Yes ____ No ____
   b. For how long? ______ (No. of months)
   c. Reason for leaving your employ? _____
   ____
   d. Name and address of his current employer (if known). ____________________________
   ____

2. When interviewing this person, were you aware that he had received training in a vocational or technical training program? Yes ____ No ____

3. How much did this person's vocational or technical training influence your decision to hire him? Very much ____; Much ____; Some ____; Little ____; None ____.

4. Check any of the following inadequacies you noted about the person when he applied for the job.
   ____did not make a favorable first impression
   ____lacked essential communication skills
   ____was improperly dressed
   ____lacked a positive attitude about the job, working in general, etc.
   ____lacked performance skills essential for the job
   ____lacked experience required for the job
   ____lacked maturity
   ____others (please specify) ____________________________________
   ____noted no inadequacies

(If you do not personally supervise this employee, ask the person who does to assist you in completing questions 5 and 6.

5. To what extent did the person demonstrate the following traits when he was first employed by your company?

	Very much	Much	Some	Little	None
a. Demonstrated the skills and abilities needed for the job	________	____	____	______	____
b. Demonstrated positive attitudes toward the job	________	____	____	______	____

	Very much	Much	Some	Little	None
c. Demonstrated ability to work with minimum supervision					
d. Demonstrated problem-solving abilities					
e. Demonstrated cooperative working relationships					

6. To what extent has this person progressed in competency in the following traits since becoming an employee of your company?

	Very much	Much	Some	Little	None
a. Progressed in essential skills and abilities					
b. Progressed in attitude toward the job					
c. Progressed in ability to work with minimum supervision					
d. Progressed in problem-solving abilities					
e. Progressed in cooperative working relationships with other employees					

7. Name of Firm ________________________________

8. Address ________________________________

YOUR PROMPTNESS IN RETURNING THIS QUESTIONNAIRE IS IMPORTANT!

THANK YOU FOR YOUR HELP

Return to: Research Coordinating Unit
Box 5312
Raleigh, N.C. 27607

Duty: PROGRAM OPERATION (Data Collection and Analysis)

Task: Interpret, organize and report findings of data collected.

Performance Objective

The prospective administrator given analyzed responses of data received from a student follow-up will be able to make an interpretation and write a summary report of findings.

Criterion Reference

Construct a bar graph used for reporting data, simulated data from the student follow-up and write a short summary interpreting findings.

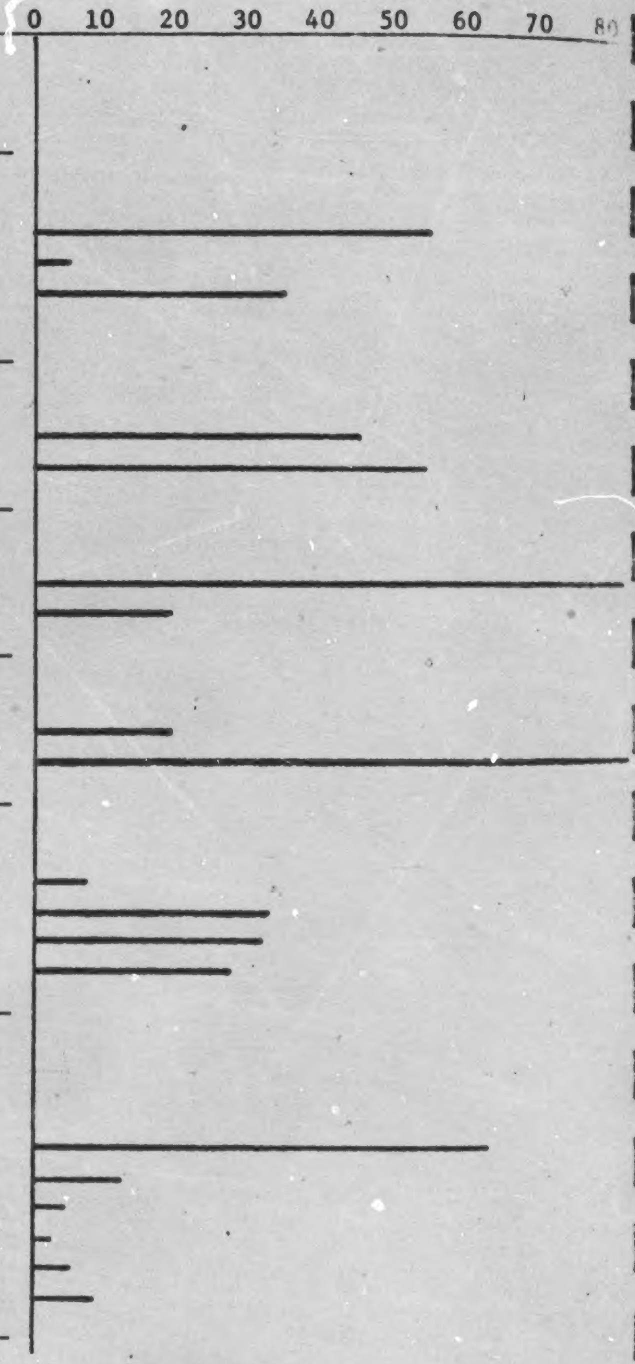
Performance Guide

Sample format for reporting data.
Reference: Byram, Harold M., and Marvin Robertson, Locally Directed Evaluation of Local Vocational Education Programs, Michigan State University, East Lansing, Michigan, March 1970, Appendix D.

APPENDIX

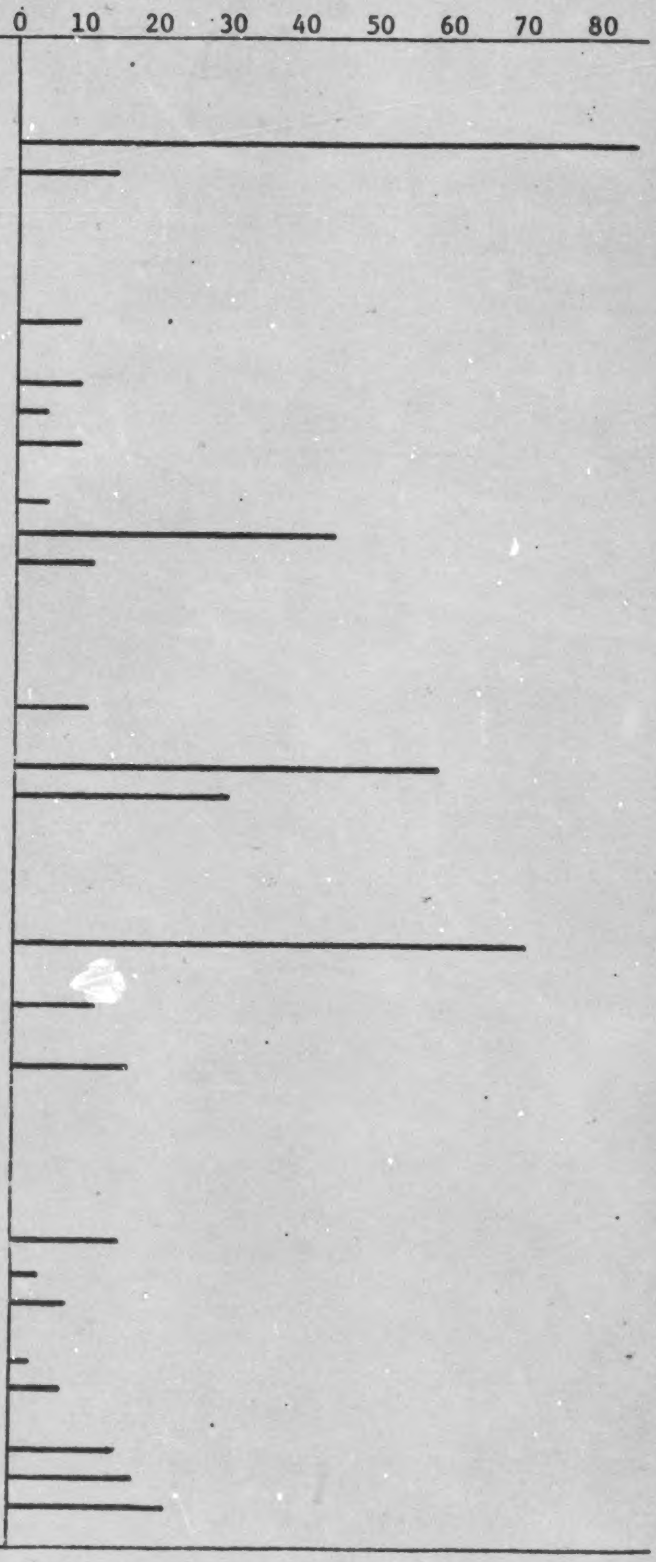
A Sample Format for Reporting Data from a Student Follow-up*

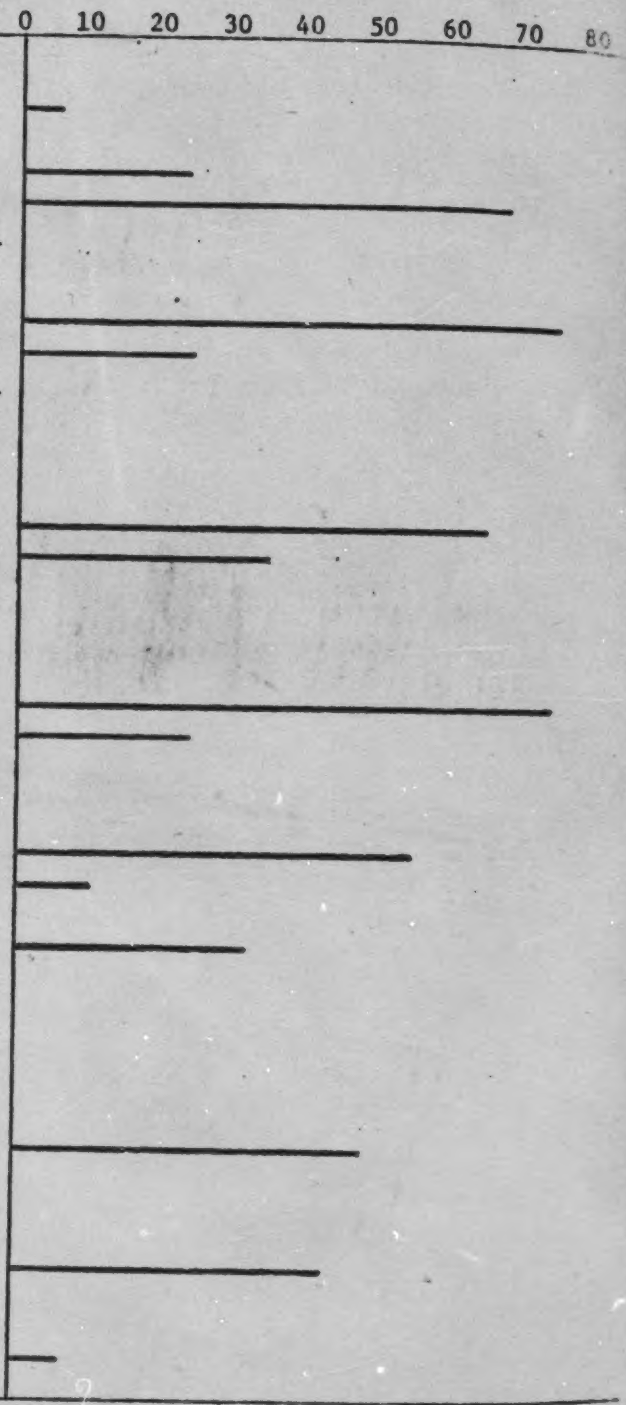
Q.	Subject	Freq.	%
	Year Graduated		
1.	Residence when graduated		
	Farm	120	57.7
	Rural, non farm	13	6.2
	City	75	36.1
	Other		
2.	Sex		
	Male	97	46.4
	Female	112	53.6
3.	Moved from district		
	Yes	169	80.9
	No	40	19.1
4.	Now enrolled in school		
	Yes	39	18.9
	No	167	81.1
5.	No. of fulltime jobs		
	None	17	8.3
	One	66	32.4
	Two	65	31.9
	Three or more	56	27.4
6.	How long until obtained fulltime employment after graduation		
	Less than 1 month	111	63.4
	One to two months	24	13.7
	Two to four months	9	5.2
	Four to six months	6	3.4
	Over six months	10	5.7
	Other	15	8.6



*Items selected from Blooming Prairie, Minnesota, report.

Q.	Subject	Freq.	%
7.	Was this as soon as expected?		
	Yes	150	84.8
	No	27	15.2
8.	If not, why?		
	No jobs available in area	4	10.3
	Not interested in those available	4	10.3
	Parents wanted me home	2	5.1
	Lacked skills	4	10.3
	Too young	1	2.6
	Got married	2	5.1
	Went to college	17	43.5
	Other	5	12.8
9.	How well prepared for first job?		
	Inadequately prepared	20	11.8
	Satisfactorily prepared	99	58.2
	Well prepared	51	30.0
10.	First fulltime employment		
	50 miles of B.P.	127	71.8
	50 to 100 miles of B.P.	21	11.9
	Over 100 miles from B.P.	29	16.3
11.	In taking 1st fulltime job, which was most important		
	Salary	30	16.8
	Working conditions	7	3.9
	Job security	16	9.0
	Opportunity for promotion	5	2.8
	Serving others	14	7.8
	Personal interest in work	30	16.8
	Earn money for school	35	19.1
	No answer		23.8



Q. Subject	Freq.	%
12. How liked this work		
Disliked	12	6.8
Neither liked nor disliked	43	24.3
Liked	122	68.9
13. Now employed		
Yes	138	75.8
No	44	24.2
14. Satisfied with earnings in field of work		
Yes	100	64.5
No	55	35.5
15. Interested in additional training		
Yes	140	74.1
No	49	25.9
16. H.S. program you took		
General	116	56.9
Vocational	23	11.2
College Preparatory	65	31.9
17. Most agree with		
H.S. should prepare grads to enter vocation immediately	99	48.0
H.S. should prepare grads for post high school training	91	44.2
H.S. should concentrate on college preparation	16	7.8